DOCUMENT RESUME

ED 151 081	PS 009 790

AUTHOR	Dusewicz, Russell A.; Coller, Alan R.
TITLE	An Evaluation of the Kentucky-Picture Pages Program. Technical Report and Appendix.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE	31 Jan 78
NOTE	442p.; Appendices have been filmed from best available copy
EDRS PRICE	MF-$0.83 HC-$23.43 Plus Postage.
DESCRIPTORS	*Educational Television; *Home Programs; *Learning Readiness; Measurement Instruments; Parent Attitudes; Preschool Children; *Preschool Programs; *Program Effectiveness; Program Evaluation; Questionnaires; *Readiness (Mental); Research Methodology
IDENTIFIERS	*Kentucky Picturepages Program

ABSTRACT

This study used two evaluation approaches to assess the effectiveness of Picturepages, a preschool readiness program televised daily in Kentucky. In this program, children actively follow along with the TV show using multi-colored Picturepages booklets distributed to their homes weekly in advance of the broadcast. In the Home-Based Study, a single-page survey questionnaire was used to examined program effects on children's learning readiness attitudes and on learning-related parent-child interactions. Of the 50,000 questionnaires distributed on a statewide basis 1,067 were returned. The Center-Based Study collected data over a 20-week period for 110 children enrolled in 7 preschools. Subjects were randomly assigned to experimental or control groups and were pre- and post-tested on a variety of instruments. Findings of the Home-Based Study indicated that the Picturepages Program was popular with both children and parents and was perceived by parents as educationally worthwhile for their children and helpful in increasing their own ability to teach their children. Results from the Center-Based Study indicated no evidence of significant program effects. The approximately 250 pages of appendices contain the complete content analysis of Picturepages, copies of the Picturepages Test Battery and other principal evaluative instruments, report forms, and communications utilized in evaluation of the Kentucky Picturepages Program. (JMB)

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AN EVALUATION OF THE KENTUCKY PICTURE PAGES PROGRAM

TECHNICAL REPORT

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EXECUTIVE SUMMARY

A comprehensive study was undertaken to evaluate the effectiveness of a preschool readiness program implemented throughout the Commonwealth of Kentucky. This program, Picturepages, consists of daily televised lessons for children and their parents in which the child actively follows along with the TV show using a multi-colored Picturepages booklet distributed to the home weekly in advance of the broadcast.

DESIGN AND PROCEDURES

Two evaluation approaches were utilized in assessing program effectiveness: A Home-Based Study and a Center-Based Study.

The Home-Based Study using a quasi-experimental design was conducted to determine program effects on children's learning readiness attitudes and on learning-related parent-child interactions. This Study involved parent responses to a single-page survey questionnaire, 50,000 of which were distributed on a state-wide basis.

The Center-Based Study, employing a true-experimental design, was focused upon determining program effects upon children's learning readiness skills. This study involved a total of 237 participating children aged 2 to 5, randomly assigned to experimental and control subject groups. These subjects were drawn from several child care center sites within the state. All participants were pre- and posttested on a variety of norm- and domain-referenced instruments including: the Peabody Picture

Vocabulary Test, the Prepositions Inventory, the Relational Concepts Inventory, the Cooperative Preschool Inventory, the Shape Name Inventory, and the Walker Readiness Test for Disadvantaged Preschool Children.

RESULTS AND CONCLUSIONS

The Home-Based Study yielded a total return of 1,067 questionnaires, or 2.13% of the 50,000 surveys which were originally distributed. Results of single-item and inter-item tabulations produced the following principal conclusions:

- Children working with Picturepages at home seem to their parents to enjoy all components of the program: the booklets, the TV broadcasts and the follow-up activities.
- Children working with Picturepages at home seem to their parents to be learning from their involvement.
- Parents feel that it is easier to work with and teach their children as a result of their experience with Picturepages.
- Parents feel that they actually teach their children more as a result of their involvement in the Picturepages program.

In the Center-Based Study, after 20 weeks, 110 of the original 237 participating children had completed pre- and posttest data sets. Based on the test measures administered, a total of 18 variables were identified for analysis. Repeated measures analyses of variance were conducted on all variables utilizing the treatment by repeated measures interaction effect as the indication of treatment impact. Results of these analyses indicated no evidence of significant program effects with respect to any of the variables. If indeed the Picturepages program enhances children's learning readiness skills, it was not evident in data obtained from the Center-Based Study.

Findings produced by this overall evaluation point to several important conclusions and recommendations. It is apparent that the Picturepages program is popular among parents, is perceived by them as educationally worthwhile for their children and serves likewise to aid their ability to teach their children. While there is, however, no convincing evidence in this study of the program's effectiveness in enhancing readiness skills, there are certain elements which may have mitigated against such an effect. The ill-timed summer program implementation, the rather poor TV broadcast time slot, the extremely short (5 minutes) daily broadcast period for the lessons, the comparatively short duration of the entire program (20 weeks), and the fact that the control group in the center-based study was also involved in an organized educational program, all served to reduce chances of finding any evidence of a significant Picturepages program effect on learning readiness.

While the Picturepage concept appears to have significant educational potential, the results of the evaluation study point overall to the need for further implementation and evaluation of Picturepages before any definitive conclusions can be made concerning the extent of this potential.

ACKNOWLEDGEMENTS

There are many organizations and individuals who contributed greatly to the evaluation of the Kentucky Picturepages program. Gratitude is expressed to the Kentucky Association of Community Action Agencies, especially Jesse Amburgey, Priscilla Cox, Jacquie Triplett and Suzanne Brossart, whose cooperation and assistance in all phases of the study from sample selection to parent survey distribution was invaluable. Gratitude is similarly owed to Compulearn, Inc., especially Julius Oleinick and Bob Spagiare, who provided assistance in many areas of the study.

Acknowledged for their help in monitoring broadcast and distribution aspects of the program are: Abbott Advertising Agency, especially Ray Fox; the CAA directors; the Long John Silver's Seafood Shoppe owners and managers; the TV broadcast stations, especially Charles Harper of WTVQ, Mike Roestler of WDRB and Bill Gorman of WKYH; and Happy and Froggie.

Acknowledged for their help in assembly and training of the center-based study testing team and their participation in the testing are: faculty at the University of Louisville, especially Dr. Sam Himmelfarb; and testing team members, including Jacqueline Campbell, Mike Corpolongo, Jack Engler, Greg Javornisky, Carl Lickteig, Edward Miller, and Deborah Stoll.

For their cooperation and participation in the center-based aspect of the study, the following child care center directors and staff are acknowledged: Grace Biddle of Eduplay; Ted and Dixie Estes of Teddy

Bear Nursery School; Violet Holliday of Shively Day Nursery; Suzie Kolb of Mini-Skool; Helen Mandelbaum and Pat Branam of Wesley Community House; Nancy Manuel of Plainview Pre-School; and Lillian Smallwood of Wesley Day Care Center.

Additional thanks are expressed to: John Hohwald, Fran Belzer and Sue DeFelice for their assistance in data processing; and Carol Crociante, Debbie Baker and Maria Randolph for their assistance in typing and preparation of this report.

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CONTENTS

Page

I. INTRODUCTION

EVALUATION DESIGN 2

Process Evaluation
Outcome Evaluation

REPORT FORMAT 4

II. THE PICTUREPAGES CONCEPT

CONTENT 7

APPROACH 9

ADVANTAGES 10

III. THE KENTUCKY IMPLEMENTATION OF PICTUREPAGES

ORGANIZATIONAL ROLES AND RESPONSIBILITIES 13

COMPONENTS OF THE KENTUCKY PROGRAM 14

The Booklets
The Distribution Process
The Television Broadcasts

IV. METHODOLOGY

THE EVALUATION DESIGN 33

Process Evaluation
Outcome Evaluation

MONITORING THE PROCESS IMPLEMENTATION 38

Monitoring the Distribution
Monitoring the Broadcasts

Page

THE HOME-BASED STUDY 44

THE CENTER-BASED STUDY 49

Methodological Considerations
Site Selection and Sampling Procedures
Instrument Selection Approach
Picturepages Test Battery
Assembly and Training of Testing Team
Pretest Data Collection Activities
Program Implementation Monitoring
Ten-Week Data Collection Effort
Ten-Week Interim Report
Posttest Data Collection Activities
Final Working Sample

V. RESULTS

GENERAL PROGRAM OPERATIONS 75

THE MONITORING FUNCTION 76

The Picturepages Booklets
The Distribution Process
The Television Broadcasts

HOME-BASED STUDY RESULTS 87

Single Item Results
Inter-Item Results

CENTER-BASED STUDY RESULTS 133

Attendance Analysis
Outcome Analysis

VI. CONCLUSIONS

PROCESS QUESTIONS 149

OUTCOME QUESTIONS 150

Page

Does the Program Affect Children's Learning Readiness Skills

Does the Program Affect Children's Learning Readiness Attitudes

Does the Program Affect Learning-Related Parent-Child Interactions

GENERAL CONCLUSIONS AND RECOMMENDATIONS 154

APPENDIX (Separate Volume)

I. INTRODUCTION

The present report represents the culmination of an independent, or third-party, evaluation of the implementation and effectiveness of the Kentucky Picturepages Program. This program is the result of a grant from the Community Services Administration, through its Region IV office, to the Kentucky Association of Community Action Agencies for installation and operation of a state-wide developmental early childhood program in the Commonwealth of Kentucky.

The Kentucky Association of Community Action Agencies had documented the existence of approximately 305,000 children throughout Kentucky between two and seven years of age. Of this number, approximately 6,000 were enrolled in Head Start programs, while another 6,000 regularly obtained services through the Day Care and Kentucky Infant Preschool program and facilities. This left approximately 293,000 children who were not receiving any formal preschool or other readiness program. It was this demonstrated need which led to the proposed effort to reach a target population of 100,000 of these children through implementation of the Picturepages Program.

The program itself, which is the subject of the evaluation, consisted of daily participatory television "lessons" for preschool children and their parents, employing a game-like approach in which the child was to follow actively along with the TV host by using a Picturepages booklet made available weekly in advance of the broadcast.

In addition to the Kentucky Association of Community Action Agencies, two other agencies played principal roles in the Kentucky Picturepages Program. Compulearn, Inc. of Pittsburgh, the originator and producer of Picturepages, had primary involvement in production and distribution of the booklets for the Kentucky program and in arranging and assisting with the TV broadcasts. Research for Better Schools, Inc. of Philadelphia was charged with the role of evaluating the effectiveness of the overall program.

EVALUATION DESIGN

The evaluation procedures employed were designed to address both process and outcome concerns. The primary focus was upon the question of program effectiveness and secondarily upon program implementation as a context for interpreting outcome effectiveness.

PROCESS EVALUATION

The process evaluation was intended to answer the following questions:

- Is the televised portion of the program implemented according to plan?
- Is the materials portion of the program implemented according to plan?

Over the course of program implementation, attempts were made to assess the progress of materials dissemination including numbers of booklets received and distributed and reports of difficulties from each dissemination point in getting booklets to the target population. Attempts were also made to assess the extent of proper implementation of the television broadcasts over the program period.

OUTCOME EVALUATION

The outcome evaluation was intended to answer the following questions:

- Does the program affect children's learning readiness skills?
- Does the program affect children's learning readiness attitudes?
- Does the program affect learning-related parent-child interactions?

Given that the facilitation of readiness skills acquisition is the central intention of the Picturepages Program, this first outcome was evaluated using a true experimental design to maximize the conclusiveness of results. The design included two subject groups, one experimental and one control group, in each of several sites within the state. The analysis plan was focused on determining change within groups and differences between the experimental and control groups during the treatment period.

The outcome areas of learning readiness attitudes and of learning-related parent-child interactions were evaluated using a quasi-experimental design. The subjects for this design were a state-wide sample of parents across the Commonwealth of Kentucky selected near the conclusion of program implementation. Parents were asked to complete a survey form which indicated the extent of their program participation and perceptions of program impacts in the intended outcome areas. This survey procedure was intended to yield results representing a large-scale, diverse sample. The results were used to complement other outcome findings by using broader respondent groups in a less well-controlled design.

REPORT FORMAT

Following this introductory first section, the balance of the present report contains five additional chapters: II. The Picturepages Concept; III. The Kentucky Implementation of Picturepages; IV. Methodology; V. Results; and VI. Conclusions.

Chapter II, The Picturepages Concept, describes the fundamental approach, principles and practices of the Picturepages Program as originally developed and as implemented in various different locales.

Chapter III, The Kentucky Implementation of Picturepages, describes the specific characteristics of the installation and operation of the Picturepages Program on a state-wide basis throughout Kentucky. Organizational roles and responsibilities are discussed as well as mechanisms employed in distributing Picturepages booklets and broadcasting Picturepages lessons.

Chapter IV, Methodology, details the activities and procedures employed to design and carry out both process and outcome aspects of the evaluation study of the effectiveness of the Picturepages Program.

Chapter V, Results, presents data, analyses and findings from both the home-based and center-based phases of the evaluation study. It also discusses the results of general program operations and of monitoring of the booklet distribution and TV broadcast components of the Kentucky Picturepages Program.

II. THE PICTUREPAGES CONCEPT

The Picturepages series was conceptualized and designed to meet the critical need for early childhood training in the cognitive domain, a need which has been identified and widely documented. Picturepages, developed and copyrighted by Compulearn, Inc. of Pittsburgh, addresses these needs by providing a structured learning experience for children, utilizing a presentation mode (television) that makes the program available to all. In addition, multi-colored illustrated pamphlets are provided to each child so that they may work along with the activities presented on TV.

Picturepages is presented as a segment of a daily children's TV program with the local personality showing the children, step-by-step, how to use their Picturepages each day. Though colorful and fun for children to use, Picturepages is a very real teaching tool. While the TV host makes a daily Picturepages lesson presentation, the preschool child and parent can actively follow along at home by using a Picturepages booklet which is distributed in advance of the broadcast. Each booklet distributed contains five daily lessons which coincide with the TV broadcast. Each booklet also contains a section explaining the lessons to parents and a list of activities to supplement the concepts and skills presented by the TV host. This enables the child and parents, or teachers, to continue playing the "game" to further develop the concepts and skills presented in the TV program.

The Picturepages concept was developed with an understanding of the importance of early development of cognitive skills as the basic tools of learning. It recognizes the need to utilize the environment of the child in developing skills: home, parent and peers. It recognizes the need to reach large numbers of children, aged 3-6 years, before they reach school age and the efficacy of using the medium of television as the vehicle for accomplishing this end. It acknowledges the specific need to reach lower income groups and disadvantaged children.

CONTENT

Picturepages are geared for the non-reader and are designed to stimulate the interest of preschool age children with a fun and entertaining approach to learning. In a sense, the child is encouraged to learn by doing. The prime objective is to develop fundamental but vitally important skills in verbal comprehension & communication, concept formation, logic and reasoning, visual perception & discrimination, auditory discrimination, and visual-motor coordination. These learning readiness skills may be operationally defined for the Picturepages series as described in the paragraphs which follow.

Verbal Comprehension & Communication represents, for Picturepages, the ability to understand ideas expressed in words and the ability to express oneself clearly and easily. Concept Formation in the Picturepages system, represents the ability to associate words with meanings. This might include, for example, the meaning of "hot" and "cold" related to temperature or positional concepts of "over" and "under" or "inside" and "outside." Logic and Reasoning represent the abilities to solve logical problems, to foresee and to plan. The child with well-developed logic and reasoning abilities is able to make generalizations from specific observations. This skill also includes the ability to solve problems of a spatial nature as in, for example, a jig-saw puzzle. This skill is important in solving everyday problems and enables children to think out for themselves.

From the perspective of Picturepages, Visual Perception and Discrimination represent the ability to recognize likenesses and differences between pictures, symbols, designs, and other things both accurately and quickly. The ability to distinguish one symbol from another is essential in learning to read and in performing other tasks necessary in the formal school setting. Auditory Discrimination is the ability to pay close attention to the sound of words and to discriminate between similar sounds. For Picturepages, the ability to listen closely to the sound of words is viewed as leading to better understanding, more precise speech and improvement in spelling. Visual-Motor Coordination in the Picturepages system is seen as the ability to coordinate eye and hand movements. This is an essential prerequisite in learning how to use a pencil, crayon, or other such instruments properly in writing.

Aside from the skill development, what is just as important as the content is the fact that the child learns how to follow directions and this allows for a smooth transition into formal schooling. The premise being that if a child develops adequate readiness skills, the child will have fewer problems in learning, regardless of the subject area.

APPROACH

Picturepages represents a rather unique educational approach in the following ways:

- Picturepages are geared for the non-reader. Teaching with pictures makes the series readily amenable to bilingual adaptations.
- The multi-colored illustrations in the Picturepages booklets are visually stimulating but not to the point where the stimulation becomes confusing and distracting to the child.
- The child is able to make motor responses on all of the Picturepages. In a sense, the child learns by doing.
- The design can be adapted to cover any subject area and the content and difficulty of tasks can be modified to reach any target group or age range.
- The Picturepages design is geared to success and not failure. Each child is allowed to work at his or her own pace.
- The individual Picturepages themselves can be used with or without an accompanying television presentation.
- Picturepages affords the child an opportunity to be directly and actively involved with the lesson presented on television by working with his or her own booklet.
- Picturepages allows for the parent/teacher/caretaker to interact with the child during each presentation and monitor the child's progress from day to day.
- Picturepages is designed to teach the child fundamental but vitally important skills and abilities which provide the child with the readiness "tools" for learning.

ADVANTAGES

The Picturepages Program is viewed as having advantages over other media approaches by virtue of its blending of televised and home-use of elements which 1) permit both passive reception and active manipulation of learning materials, 2) facilitate parental involvement in the learning process, 3) promote consolidation and reinforcement of learned concepts, and 4) enable self-paced progress and continuing use of the learning materials both during and after the telecasts.

Aside from the content and approach of the Picturepages lessons themselves, two other unique aspects of the program include: the manner of its distribution to the public, and its cost. With regard to the former aspect, distribution, Picturepages has taken the truly innovative approach of forging a mutually constructive relationship with commercial establishments in the private sector. This relationship takes advantage of the already existing distribution channels for large decentralized commercial concerns such as fast food chains. Such agencies in the private sector serve to provide cost-free distribution of Picturepages materials via existing vehicles and sites in return for an anticipated incidental increase in sales due to increased frequency of visits by individuals in pursuit of the Picturepages booklets.

Further, in terms of its cost, Picturepages can be printed, shipped and delivered into the home for less than a penny a day when large quantities are involved. To illustrate the inexpensiveness of this type of educational approach, a rather conservative comparison between Picturepages instruction and conventional classroom instruction is presented in

Table II-1. This comparison assumes a forty-week program with Picturepages materials costing one and one-half cents daily per child and conventional instruction costing $1300 per year per child.

TABLE II-1

Instructional Cost Comparisons*

PROGRAM COST AND INSTRUCTION TIME RECEIVED PER CHILD

PICTUREPAGE MATERIALS COST PER CHILD	PICTUREPAGE T.V. INSTRUCTION TIME
Daily = $.015	Daily = 15 Minutes (average)
Weekly = $.075	Weekly = 75 Minutes (average)
Yearly (40 Weeks) = $3.00	Yearly (40 Weeks) = 3000 Minutes or 50 Hours

COMPARISON ON COST PER HOUR OF INSTRUCTION (PICTUREPAGES TO CONVENTIONAL CLASSROOM INSTRUCTION)

a. Cost per 1 year (40 Weeks) of television instruction and picturepage materials

$$\text{COST} = \frac{\$3.00}{50 \text{ hours}} = \$.06\text{/hour of t.v. instruction}$$

b. Cost per 1 year (40 Weeks of conventional classroom instruction and materials

$$\text{COST} = \frac{\$1300 \text{ Average Expenditure Per Pupil}^{**}}{(180 \text{ days} \times 4 \text{ hours of daily instruction}} = \$1.80\text{/hour of classroom instruction}$$

**Source: Conditions of Education. 70th Edition.
U.S. Government Printing Office

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*This Table has been adapted from the text of the original proposal submitted to CSA By KACAA for funding of the Kentucky Picturepages Program.

The marked cost effectiveness of the Picturepages Program relative to classroom instruction is due chiefly to the fact that Picturepages capitalizes upon free TV time and upon free distribution of materials. These advantages are gained by Picturepages as a result of TV interest in broadcast of popular educational programming and returns in the way of incidental increased business to commercial establishments serving as distribution centers for Picturepages booklets. The truly unique combination of public and private commercial interests to sponsor an educational program addressing widespread needs appears to offer relatively large benefits at relatively small attendant costs.

The first Picturepages series went on the air, commercially, in 1973. This was followed a year later by the first of a series of CAA sponsored programs using the Picturepages concept. Now, within the span of just a few years, a total of six urban cities (Pittsburgh, PA; Columbia, SC; Memphis, TN; Birmingham, AL; Miami, FL; Little Rock, AK) and the entire Commonwealth of Kentucky have implemented the Picturepages Program.

III. THE KENTUCKY IMPLEMENTATION OF PICTUREPAGES

In adapting the Picturepages concept for use in Kentucky, preparation of a specially selected set of materials and broadcasts was necessary as well as the institution of a number of organizational mechanisms for implementing the program. While some of these mechanisms were similar to those used in previous Picturepages implementations, others represented a somewhat unique approach to handling the rather large scale program operations required. The following sections describe the manner in which Picturepages was adapted to meet the specific requirements of the Kentucky implementation and the various organizations involved in carrying out the program.

ORGANIZATIONAL ROLES AND RESPONSIBILITIES

The Kentucky program represented the first state-wide adaptation of Picturepages. No less than twelve independent public and private organizations and groups of organizations were involved in the implementation of the Kentucky Picturepages program. The Community Services Administration (CSA) funded the major portion of the program. Compulearn, Inc. of Pittsburgh conceived of the Picturepages idea and developed, produced, and managed primary delivery of the Picturepages booklets.

In Kentucky, delivery of the booklets to distribution centers was handled by a private trucking firm. The Kentucky Association for Community Action Agencies (KACAA) coordinated the program state-wide and served as an information center. Regional Community Action Agencies (CAAs) served both as final distribution sites for Picturepages booklets as well as secondary distributors. The Abbott Advertising Agency, national advertising headquarters for Long John Silver's Seafood Shoppes, served as liaison between the shoppes themselves and the other participating agencies. The Abbott Agency also developed and arranged sponsored commercials which promoted the program. Individual Seafood Shoppes served as final distribution sites for the Picturepages booklets.

Happy and Froggie, two TV personalities, provided televised lessons for each of the 100 picturepages. WTVQ (62) of Lexington, over whose station the Happy and Froggie Show is normally broadcast, videotaped the 100 five-minute lessons and supplied the tapes to other stations to be involved in the program. The televised lessons themselves were to be broadcast over both the public KET Network and private stations: WTVQ (62) in Lexington, WDRB (41) in Louisville and WKYH (52) in Hazard.

Research for Better Schools, Inc. (RBS) had a threefold responsibility: monitoring, survey research, and evaluation-research.

COMPONENTS OF THE KENTUCKY PROGRAM

As a televised and primarily home-based, work-along readiness activity for preschoolers the Kentucky Picturepages Program has important programmatic and dissemination features that distinguish it from other televised educational programs such as Sesame Street. These distinguishing features or components take the form of: (1) the Picturepages booklets which include follow-up parent-child activities; (2) the booklet distribution process; and (3) the televised lessons broadcast in conjunction with popular local children's programming. A more detailed description of how these components were operationalized in Kentucky's implementation of Picturepages follows.

THE BOOKLETS

The Kentucky Picturepages Program was designed as a twenty-week educational program. During each week five different picturepages were to be displayed in a booklet containing instructions and follow-up activities. An advisory panel consisting of the major sponsors of the program met with representatives of Compulearn and selected 100 picturepages from the available sample of Picturepages. It was earlier noted that Compulearn had developed a pool of over 400 such pages. It is from this pool of lessons that each Picturepages Program is selected.

After the individual Picturepages for the Kentucky program were selected, Compulearn set about revising the selected pages based upon recommendations from a review by a technical consultant. Some drawings were made clearer or, if necessary, eliminated altogether to simplify the task for the child. At other times, substitutions were made.

Since Picturepages Programs in different localities represent a selection of individual picturepages from the larger pool, each program tends to be somewhat different from the others. The particular 100 Picturepages used in the Kentucky state-wide program are described below in Table III-1. In addition, the contents of the 100-item Kentucky Picturepages were analyzed in detail by RBS and the results are summarized in Table III-2. A more complete analysis appears in the Appendix.

Table III-1

A Behavioral Description of the Kentucky Picturepages Curriculum*

SET A - FIRST WEEK

A-1. This picturepage requires children to identify the "taller" or "shorter" object in picture pairs.

A-2. This picturepage provides an opportunity for children to undertake visual pursuit activity. Color-naming experiences also are present.

A-3. This picturepage requires children to identify pictured objects either as "circle-like" or "square-like."

A-4. This picturepage provides an opportunity for children visually to match pictured objects of people and a building with their outlines and to learn about the Community Action Agency.

A-5. This picturepage provides an opportunity for children to demonstrate their understanding of culturally "acceptable" and "unacceptable" behaviors in respect to natural resources and to relate these to "happy" and "sad" experiences in caricature.

SET B - SECOND WEEK

B-1. This picturepage requires children to identify the "shorter" or "longer" object in picturepages.

B-2. This picturepage requires children to identify pictured objects either as "triangle-like" or "rectangle-like."

B-3. This picturepage requires children to match two sets of objects according to relative size.

B-4. This picturepage provides an opportunity for children to identify which one of four objects is conceptually unrelated to the others.

*Other types of descriptive data related to picturepages are to be found in those sections of this report dealing with content and task analysis.

B-5. This picturepage provides an opportunity for children to describe pictures, to demonstrate their understanding of culturally "acceptable" and "unacceptable" behaviors in respect to cleanliness, and to relate these to "happy" and "sad" expressions in caricature.

SET C - THIRD WEEK

C-1. This picturepage requires children to identify pictured objects either as "straight" or "curved." Color-naming experiences are also present.

C-2. This picturepage requires children to identify pictured objects either as "star-like" or "oval-like." Color-naming experiences are also present.

C-3. This picturepage requires children to identify pictured objects either as things that can be "heard" or "smelled."

C-4. This picturepage requires children to identify pictured objects as either "hot" or "cold."

C-5. This picturepage provides an opportunity for children to demonstrate their understanding of "happy" and "sad" events/experiences.

SET D - FOURTH WEEK

D-1. This picturepage requires children to identify pictured actor-object relationships as representing either "over" or "under."

D-2. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured parts of an object (i.e., a snowperson) with their outlines.

D-3. This picturepage requires children to locate pairs of objects whose names rhyme.

D-4. This picturepage provides an opportunity for children to demonstrate their understanding of the "five senses" by matching a sensory organ with a sensing action.

D-5. This picturepage requires children either logically to match articles of clothing with "fasteners" or visually to locate similar-looking objects under embedding conditions.

SET E - FIFTH WEEK

E-1. This picturepage requires children to determine whether an actor is either "above" or "below" another actor or object.

E-2. This picturepage provides an opportunity for children to discriminate among shapes and match pictured parts of objects (i.e., robots) with their outlines.

E-3. This picturepage requires children to locate pairs of objects whose names rhyme.

E-4. This picturepage provides an opportunity for children to identify which one of four objects is conceptually unrelated to the others.

E-5. This picturepage requires children to discriminate between shapes and match the "top-half" of a person with the "bottom-half" of that same person.

SET F - SIXTH WEEK

F-1. This picturepage requires children to identify pictured objects either as "open" or "closed."

F-2. This picturepage requires children to identify pictured actor-object relationship and functioning and non-functioning pictured objects as representing either "on" or "off."

F-3. This picturepage provides an opportunity for children to discriminate between shapes and colors and to match pictured parts of objects with identical parts of a complete object.

F-4. This picturepage requires children to identify that object whose name is formed by combining from a set of objects, the names of pictured object pairs.

F-5. This picturepage provides an opportunity for children to demonstrate the associations they have formed between tools used for grooming and grooming/hygiene needs.

SET G - SEVENTH WEEK

G-1. This picturepage requires children to identify pictured actor-object/object-object relationships as representing either "at-the-top" or "at-the-bottom."

G-2. This picturepage requires children to identify sets of pictured animals as either "two-legged" or "four-legged."

G-3. This picturepage provides an opportunity for children visually to match pictured skeletons with the animal from which they are derivable.

G-4. This picturepage requires children to identify that object, from a set of objects, whose name is formed by combining the names of pictured object pairs.

G-5. This picturepage provides an opportunity for children to locate that set of pictured objects with which another object is conceptually related.

SET H - EIGHTH WEEK

H-1. This picturepage requires children to determine whether an actor or object is either going "up" or going "down."

H-2. This picturepage provides an opportunity for children to identify that transportation sign with which a pictured mode of transportation is associated.

H-3. This picturepage provides an opportunity for children to sequence a set of pictured activities in an appropriate story-related order. An opportunity for naming colors and ordinal numbers also occurs as does one for story telling.

H-4. This picturepage provides an opportunity for children to match the pictured bodily positions of persons with the shape of aspects of pictured objects.

H-5. This picturepage provides an opportunity for children to demonstrate their understanding of what finished product is related to a set of components.

SET I - NINTH WEEK

I-1. This picturepage requires children to identify which one of a pair of pictured object-object relationships represents "inside" and which one "outside."

I-2. This picturepage provides an opportunity for children to discriminate between parts of pictures and to match the pictured parts of a scene with identical parts of the completed scene.

I-3. This picturepage requires children to match sets of objects with numerals that signify the number of objects in each set.

I-4. This picturepage provides an opportunity for children to sequence a set of pictured activities in an appropriate story-related order. An opportunity for naming colors and using ordinal numbers also occurs as does one for story-telling.

I-5. This picturepage requires children to complete numeral-type dot-to-dot pictures and to match the final product with completed pictures.

SET J - TENTH WEEK

J-1. This picturepage requires children to identify pictured actor-actor/actor-object relationships as representing either "pushing" or "pulling."

J-2. This picturepage requires children to identify pictured actor-actor/actor-object relationships as representing either "in front of" or "behind."

J-3. This picturepage provides an opportunity for children to discriminate between parts of pictures and to match the pictured parts of a scene with identical parts of the completed scene.

J-4. This picturepage provides an opportunity for children to sequence a set of pictured activities in an appropriate story-related order. An opportunity for naming and using ordinal numbers also occurs as does one for story-telling.

J-5. This picturepage requires children to complete numeral-type dot-to-dot pictures and to match the final product with completed pictures.

SET K - ELEVENTH WEEK

K-1. This picturepage requires children to identify pictured objects as made from either "straight" or "curved" lines.

K-2. This picturepage requires children to discriminate between shapes and match the "right-half" of a person with the "left-half" of that same person.

K-3. This picturepage requires children to identify pictured objects either as "circle-like" or "square-like."

K-4. This picturepage provides an opportunity for children to pair sets of pictured objects as being conceptually related by function or association.

K-5. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured parts of objects (i.e., fish) with their outlines.

SET L - TWELFTH WEEK

L-1. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured objects (i.e., birds) with their outlines.

L-2. This picturepage provides an opportunity for children to undertake visual pursuit activities. Color-naming experiences also are present.

L-3. This picturepage requires children to identify pictured objects either as "triangle-like" or "rectangle-like."

L-4. This picturepage provides an opportunity for children to pair sets of pictured objects as being conceptually related by function or association.

L-5. This picturepage provides an opportunity for children to undertake perceptual-motor activities. Color-naming experiences also are present.

SET M - THIRTEENTH WEEK

M-1. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured parts of objects (i.e., zoo animals) with their outlines.

M-2. This picturepage provides an opportunity for children to undertake visual pursuit activities. Color-naming experiences also are present.

M-3. This picturepage requires children to identify pictured objects either as "circle-like" or "oval-like."

M-4. This picturepage provides an opportunity for children to demonstrate their understanding of culturally "acceptable" and "unacceptable" behaviors and relate these to "happy" and "sad" expressions in caricature.

M-5. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured objects (i.e., traffic signs) with their outlines.

SET N - FOURTEENTH WEEK

N-1. This picturepage provides an opportunity for children to undertake perceptual-motor activities and visually to discriminate among shapes and match pictured objects (i.e., geometrical shapes) with their outlines.

N-2. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured objects (i.e., fire-person's equipment) with their outlines.

N-3. This picturepage provides an opportunity for children to demonstrate their understanding of culturally "acceptable" and "unacceptable" behaviors in respect to energy conservation and relate these to "happy" and "sad" expressions in caricature.

N-4. This picturepage provides an opportunity for children to demonstrate their understanding of the "five senses" by matching a sensory organ with a sensing action.

N-5. This picturepage provides an opportunity for children to identify which one of four objects is conceptually unrelated to the others.

SET O - FIFTEENTH WEEK

O-1. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured parts of objects (i.e., houses) with their outlines.

O-2. This picturepage requires children to identify pictured scenes as either "hot" or "cold."

O-3. This picturepage provides an opportunity for children to pair sets of pictured objects as being functionally related.

O-4. This picturepage provides an opportunity for children to find embedded shapes.

O-5. This picturepage provides an opportunity for children to identify which one of four objects is conceptually unrelated to the others.

SET P - SIXTEENTH WEEK

P-1. This picturepage provides an opportunity for children to demonstrate their understanding about "carefree" and "careless" traffic-related behaviors and to relate these to "sad/careless" and "happy/carefree" expressions in caricature.

P-2. This picturepage provides an opportunity for children to pair, by function or association, a part of an object with a whole object.

P-3. This picturepage requires children to locate pairs of objects whose names rhyme.

P-4. This picturepage provides an opportunity for children to identify which one of four objects is conceptually unrelated to the others.

P-5. This picturepage provides an opportunity for children to demonstrate their understanding of things people do that can "help" or "harm" their teeth and to relate these to "happy" and "sad-sickly" expressions in caricature.

SET Q - SEVENTEENTH WEEK

Q-1. This picturepage requires children to rank people according to relative size and match them with ordinal numbers; "1st" being paired with "tallest" and "5th" with "shortest."

Q-2. This picturepage requires children to identify that object, from a set of objects, whose name is formed by combining the names of pictured object pairs.

Q-3. This picturepage requires children to identify pictured musical instruments as either "wind" or "striking" types.

Q-4. This picturepage requires children to find the missing part of incompleted pictured objects.

Q-5. This picturepage provides an opportunity for children to match the pictured bodily positions of persons with those of stick-figures drawn in similar positions.

SET R - EIGHTEENTH WEEK

R-1. This picturepage provides an opportunity for children to sequence a set of pictured activities in an appropriate story-related order. An opportunity for naming ordinal numbers also occurs as does one for story-telling.

R-2. This picturepage provides an opportunity for children visually to match pictured skeletons with the animal from which they are derivable.

R-3. This picturepage provides an opportunity for children visually to discriminate among shapes and match pictured objects with their outlines.

R-4. This picturepage requires children to identify pictured musical instruments as either "wind" or "plucking" types.

R-5. This picturepage requires children to identify activity scenes as either occurring "outside" or "inside."

SET S - NINETEENTH WEEK

S-1. This picturepage provides an opportunity for children to identify, from a set of objects, that object which is conceptually related to a set of three objects.

S-2. This picturepage requires children to complete numerical-type dot-to-dot pictures and to match the final product with completed pictures.

S-3. This picturepage provides an opportunity for children to pair a pictured living thing with its "home."

S-4. This picturepage requires children to pair sets containing the same amounts of objects with one another.

S-5. This picturepage requires children to pair numerals with sets of objects (hands) having different amounts of fingers up.

SET T - TWENTIETH WEEK

T-1. This picturepage provides an opportunity for children to identify, from a set of objects, that object which is conceptually related to a set of three objects.

T-2. This picturepage requires children to complete alphabetical-type dot-to-dot pictures and to match the final product with completed pictures.

T-3. This picturepage provides an opportunity for children to sequence a set of pictured activities in an appropriate story-dated order. An opportunity for naming ordinal number also occurs as does one for story-telling.

T-4. This picturepage requires children visually to locate similar-looking objects when in a scene.

T-5. This picturepage requires children to pair sets containing the same amounts of objects with one another.

Table III-2

Summary of the Contents of the Kentucky Picturepages Curriculum

	Sets of Picturepages Booklets				
	A - E	F - J	K - O	P - T	Totals
A. GENERAL					
1. Gross Visual Discrimination	25	25	25	25	100
2. Vocabulary/Naming	25	25	25	25	100
3. Following Directions	24	25	25	24	97
4. Gross Eye Hand Coordination	24	25	25	24	97
B. LOGIC & REASONING					
1. Logical Sequencing	0	3	0	1	4
2. Story Telling, Explanations	4	6	5	6	21
3. Association, Relationships	9	7	10	11	37
4. Similarities	3	2	0	3	8
5. Differences	2	0	1	3	6
6. Problem Solving	7	15	12	19	53
C. CONCEPTUAL DEVELOPMENT					
1. Shapes	3	0	4	0	7
2. Numerals, Seriation	0	5	0	4	9
3. Numerals, Counting	0	2	0	4	6
4. Sets/Quantities	0	1	1	4	6
5. Colors	5	6	3	4	18
6. Relational Concepts	9	2	5	4	20
7. Prepositions	2	5	0	1	8
8. Letters	0	0	0	1	1
9. Socialization/Citizenship	3	4	4	2	13
D. PERCEPTION/DISCRIMINATION					
1. Gross Shape Discrimination	4	6	11	2	23
2. Speech-Sound Discrimination	2	0	0	1	3
3. Size Discrimination	4	0	4	0	8
4. Color Matching,	0	1	0	0	1
5. Shape Matching	5	4	9	5	23
6. Object Matching	4	5	6	1	16
7. Spacial Visualization	3	4	6	1	14
8. Perceptual-Motor Coordination	0	2	2	2	6
9. Visual Pursuit	1	0	3	0	4
10. Size Sequencing	1	0	0	1	2

THE DISTRIBUTION PROCESS

In order for the Picturepages concept to work, the Picturepages booklets themselves must be placed into the hands of the child. With adequate financing the booklets could be mailed directly to the target population. However, the expense of mailing an estimated 80,000 Picturepages booklets weekly throughout Kentucky or even 80,000 sets of five or ten booklets two or four times over the duration of the program -- a total of 1,600,000 booklets -- would be prohibitive. As an alternative to this approach, the method of distribution generally employed by Picturepages and implemented in the Kentucky program involves distribution of booklets to local community and neighborhood outlets or distribution points, thereby making the booklets easily accessible to parents so that they themselves may secure them and bring them into the home.

To make the Picturepages booklets accessible to parents in all areas of Kentucky, both public agencies and commercial establishments were employed as local distribution centers. The two prime distribution centers were the Community Action Agencies and the Long John Silver's Seafood Shoppes. The Kentucky Association of Community Action Agencies, located in Frankfort, acted as an information clearinghouse for the total distribution process.

Community Action Agencies. Located throughout Kentucky are Community Action Agencies. CAAs are publicly supported agencies existing for the purpose of improving the social and economic conditions among the poor of the community. These organizations derive their principal support from federal funds and are responsible administratively to the regional (Region IV for Kentucky) and national offices of the Community Services Administration (formerly OEO). The CAAs are generally identified with sponsorship of community programs such as nutrition, home improvement, child care, job training, headstart, social services and health services.

For the Kentucky Picturepages Program, the Kentucky Association of Community Action Agencies arranged with local CAAs to serve both as final distribution sites or centers as well as secondary distributors of the Picturepages booklets to other neighborhood sites. This procedure was found to be necessary since a single CAA office normally services many distinct population centers. The CAAs were to distribute quantities of Picturepages booklets to both public agencies and commercial establishments within the neighborhood areas which they serviced. Some of the public agencies were to be State Department of Human Resources centers, libraries, public schools, and Title I Head Start Centers. The CAAs were also to deliver the booklets to local stores, private child care centers, professional offices, etc.

Long John Silver's Seafood Shoppes. Throughout Kentucky in large and moderately large urban areas there are some 75 Long John Silver's Seafood Shoppes. The operators of this chain of fast food restaurants agreed to act as distribution sites for Picturepages booklets. They also agreed to develop a special set of commercials that would advertise the Kentucky Picturepages Program together with their restaurants. The distribution agreement called for participation during the first ten-week period with an option to continue for a second ten-week period.

Kentucky Association of Community Action Agencies. KACAA, as the program's sponsoring agency, had a major role of coordinating the entire program implementation and providing assistance of a local nature to cooperating agencies wherever needed to facilitate program operations. This included checking on distribution of the Picturepages booklets from the central warehouse to the various primary distribution sites: the CAAs and the Seafood Shoppes. An associated responsibility was to monitor the distribution allotments and needs of the various sites and to see that shipments were adjusted in those cases where some centers should receive an increase in their allotment of Picturepages and others, a decrease. They also acted as "trouble shooters" in instances where problems arose in the distribution process or in the television broadcasting. All pertinent information was to be passed to Compulearn, Inc. who had the final contract responsibility for both distribution and broadcast arrangements.

KACAA had another major role in the implementation process and that was to act as an information center for the principal target population -- the parents of participating children. KACAA established a toll free number for this purpose and actively promoted its use through advertising. General information regarding the Kentucky Picturepages Program and locations of local distribution centers was provided. In those instances where local distribution sites were not easily accessible KACAA undertook mailing of the booklets to callers free of charge.

THE TELEVISION BROADCASTS

As noted previously, the Picturepages Program relies heavily upon its television component. Children at home or in child care centers are guided through the daily Picturepages lesson by local television personalities. In the Kentucky Picturepages Program, it was intended that the television guidance would be supplied by the team of Happy and Froggie whose half-hour daily show, broadcast from Lexington, is oriented toward youngsters.

It was intended that the Kentucky implementation of Picturepages be a state-wide program. To accomplish this, some 16 different stations and 7 translators were engaged to allocate broadcasting time for the television component of the program.

The producers of the Happy and Froggie Show agreed to designate a five minute portion of their broadcast time for 100 days (20 weeks) for the presentation of the Kentucky Picturepages Program. The Happy and Froggie Show itself is not unlike most locally produced telecasts geared for youngsters. Happy dresses as a hobo-like clown and Froggie appears as a muppet-type hand puppet. The interaction between these two characters provides the central theme of the show and is apparently appealing to children.

To facilitate matters, the producers of the Happy and Froggie Show further agreed to videotape each of the 100 Picturepages lessons and to distribute copies of them to all other television stations in the Kentucky Picturepages Program network. The videotapes were themselves to be made during two sessions with representatives from Compulearn, Inc. conducting a final review. Other than this review no other evaluation of the 100 taped lessons was to take place prior to program implementation.

In the Lexington viewing area the five minute picturepage lesson was to be aired Monday through Friday over WTVQ-TV (62) at 7:55 a.m. and 3:15 p.m. daily. In the Louisville viewing area the Kentucky Picturepages Program televised segment was to be aired Monday through Friday over WDRB-TV (41) at 3:55 p.m. WKMJ-TV (68), a Kentucky Educational Television station, also broadcast the Kentucky Picturepages Program televised segment in the Louisville area at 3:50 p.m.

Other Kentucky Educational Television stations also were to be involved in the Kentucky Program. At 3:50 p.m. (Eastern) and 2:50 p.m. (Central) the following KET stations and translators were to broadcast the five minute Happy and Froggie Picturepages lessons:

• Ashland	WKAS (25)
• Bowling Green	WKGB (53)
• Covington	WKUN (54)
• Elizabethtown	WKZT (23)
• Hazard	WKHA (35)
• Lexington-Richmond	WKLE (46)
• Madisonville	WKMA (35)
• Morehead	WKMR (38)
• Murray Mayfield	WKMU (21)
• Owenton	WKON (52)

• Pikeville	WKPI (22)
• Somerset	WKSO (29)
• Barbourville	12
• Boston-Butler	64
• Cowan Creek Eoba	9
• Falmouth	56
• Louisa	10
• Pineville	8
• Whitesburg	66

It should be noted that the KET stations agreed to provide the five minute daily time for only ten weeks (i.e., for 50 picturepage lessons). They had the option to continue in the Kentucky Picturepages Program network for the remaining ten weeks providing they had the resources and inclination to do so.*

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*The KET network declined to continue broadcasts for the second ten weeks of the program, and it was about that time that an additional commercial station, WKYH-TV in Hazard, began its broadcasting of Picturepages.

IV. METHODOLOGY

This chapter details the various procedures employed in carrying out the evaluation of the Kentucky Picturepages program. Included in the sections which follow are: a description of the intended overall evaluation design; descriptions of the monitoring procedures used in following the booklet distribution and TV broadcast processes, and descriptions of how the home-based and center-based studies were actually implemented.

THE EVALUATION DESIGN

The developers of the Picturepages Program contend that their televised work-along, home-based preschool educational program should affect the readiness attitudes and skills of the participating children and that elements of the program should enhance parent-child interaction. Given the potential significance for preschool education of the Picturepages Program and the large scale of the proposed project, a substantial evaluation component was deemed warranted. The evaluation was designed to answer the central process and outcome questions associated with the planned implementation. It was designed to result in systematic information capable of yielding clear conclusions about the effectiveness of the program. It was the role of Research for Better Schools to evaluate the overall Picturepages Program along the above dimensions.

The proposed evaluation design was divided into two sections, one focusing on program processes and one on program outcomes. Process evaluation was to deal with program implementation. A variety of procedures and a broad based sample was to be employed. Outcome evaluation was to be directed toward program effects. Highly controlled procedures and prespecified samples were to be used. Process evaluation was to document the program actually implemented, signal any serious operational problems, and, most importantly, provide a context for interpreting program outcomes. The outcome evaluation was to assess the validity of program effectiveness claims.

PROCESS EVALUATION

The process evaluation was intended to assess the extent to which major program components were effectively implemented. It was designed to answer the following questions:

- Is the materials portion of the program implemented according to plan?
- Is the televised portion of the program implemented according to plan?

Throughout the course of program implementation, the methods of materials dissemination were to be documented. The numbers of booklets received and distributed and reports of difficulties were to be solicited from each dissemination point. This procedure was to provide information on the successes and problems encountered in getting booklets to the target population.

Several analysis procedures were to be utilized in the process evaluation. Descriptive statistics were to be compiled for program dissemination through television and through booklets. The purpose of this data was to be able to project and infer potential impact with a fair degree of reliability so that an adequate context for interpretation of program effectiveness results could be constructed.

OUTCOME EVALUATION

The outcome evaluation was intended to assess the extent of the effectiveness of the program in bringing about the predicted changes in participant attitude and performance. It was designed to answer the following questions:

- Does the program affect children's learning readiness skills?
- Does the program affect children's learning readiness attitudes?
- Does the program affect learning-related parent-child interactions?

The learning readiness skills outcome was to be evaluated using a true experimental design in order to maximize the conclusiveness of results. The fact that the Picturepages Program was to be freely available throughout the state dictated that such a design be implemented under highly controlled conditions to avoid intergroup contamination. This called for careful group construction, closely monitored treatments, and highly structured measurement procedures. The design was to include two subject groups, one experimental and one control group, in each of seven sites within the state. The group sizes were projected to be as indicated in Table IV-1 below.

Table IV-1

Planned Subject Group Sizes

Sites Groups	1	2	3	4	5	6	7	T
Experimental	15	15	15	15	15	15	15	105
Control	15	15	15	15	15	15	15	105
Totals	30	30	30	30	30	30	30	210

The distinguishing feature of a true experimental design is the availability of subject groups which minimize experimental bias. Procedures minimizing bias are involved in two stages of subject selection: formulation of the subject pool and assignment of subjects to experimental or control treatments. Bias in the first case affects the generalizability of findings; all intended target populations must be included in the selection pool to assure applicability of conclusions. In the second case it affects the power of analyses; biases introduce confounding variables which reduce the conclusiveness and clarity of findings. Minimizing bias is the major challenge in experimental design.

A review of the available sources of subject groups led to the recommendation that the groups to be involved in the Kentucky Picturepages Program evaluation be drawn from existing day care center populations. The participation of seven sites, each having a minimum of 30 children, was to be solicited through KACAA. The target age range was to be 3-5 years. Children were to be randomly assigned to experimental and control groups. Experimental groups were to view the Picturepages telecasts and utilize the printed materials. Both groups were to be pretested and posttested on the same battery of measures.

This approach had several crucial advantages. It would allow relatively rapid group constitution; this is especially important in light of the short lead time that was available prior to implementation. It would also reduce treatment contamination since controls would not have direct access to the experimental program. In addition to minimizing the problems of maintaining samples during the summer months, this design strategy also greatly enhanced the cost-effectiveness of the evaluation.

This segment of the outcome evaluation was to require instruments which reliably and validly measure learning readiness skills. A review of available measures was to be conducted during the planning stages of the evaluation. The instruments selected were to constitute a testing package to be applied on a pretest-posttest schedule. RBS was to assemble and train a staff of testing personnel. Testing was to be done in June and November of 1977 under standardized conditions with test administrators being unaware of subject group membership. The analysis plan was to be focused on determining change within groups and differences between the experimental and control groups during the treatment period.

The two remaining outcome areas -- learning readiness attitudes and learning-related parent-child interactions -- were to be evaluated using a quasi-experimental design. The subjects for this design were to be parents selected near the conclusion of program implementation. The means of selection was to be return of an optical scanning survey form distributed with the program materials. Parents were to be asked to complete and return this survey, which would indicate the extent of program participation and perceptions of program impacts in intended outcome areas. Degree of participation was to be used to compose subject groups, which was then to be analyzed for differential perceptions of impact based on participation.

This survey procedure was designed to yield results representing a large-scale, diverse sample. The results were to complement other outcome findings by using broader respondent groups in a less well-controlled design.

MONITORING THE PROGRAM IMPLEMENTATION

The effectiveness of any educational program is reflected principally in the outcomes it produces. It is usually on this basis that judgments are made about the educational value of any particular program. While an outcome, or summative, type of evaluation may assume primary importance in this respect, a concurrent formative study of the program implementation process, or how adequately the program was initiated and carried out, is also important in providing a basis or perspective for interpretation of the outcome evaluation results. One cannot adequately ascribe program effectiveness to any particular program unless one has a means for determining to what degree that program was implemented as planned.

It is in this context that monitoring of the program implementation process was undertaken by RBS as the third-party evaluator. While procedures had already been established by KACAA and Compulearn for management and monitoring of both booklet distribution and broadcasts, it was felt that an independent and objective assessment of these aspects of the program implementation process was needed for evaluation purposes.

With consultation and cooperation from KACAA, Compulearn and Abbott Advertising, procedures for independent monitoring of the booklet distribution and TV broadcast processes were established and carried out.

MONITORING THE DISTRIBUTION

Compulearn was to have the responsibility for both shipping the Picturepages booklets to a Kentucky warehouse and for the weekly dispersal of 80,000 booklets to some 96 major Picturepages Distribution Centers throughout the state of Kentucky. These centers consisted of 75 Long John Silver's Seafood Shoppes and 21 Community Action Agencies. Compulearn contracted with a private trucking firm to make the state-wide deliveries. The number of booklets to be delivered to the different centers was to vary in a predetermined manner and was to be based upon estimates of how large an area was serviced by each center and how great the demand would be at each.

The monitoring role of RBS in this instance was two-fold. First, RBS was to determine if booklet deliveries were being made as scheduled and second, to determine if the number of booklets delivered to each center was appropriate. Any serious problems uncovered by the information gathered were to be fedback to KACAA and Compulearn so that adjustments could be made to deal with them if such adjustments had not already been effected. Indeed, the major concern of this monitoring function was to uncover and report problems.

In attempting to be responsive to delivery concerns, RBS employed a variety of techniques to secure information. A 20 percent telephone survey of both CAAs and Long John Silver's Seafood Shoppes was initiated during the first week of the program. In addition, RBS contacted the Abbott Advertising Agency and KACAA to determine what information they had been collecting. During these contacts, all information regarding the delivery process was exchanged and any problems noted. Compulearn also was kept informed of all findings.

Several weeks later RBS again contacted those distribution centers which had previously indicated delivery problems or shortages. At the same time, KACAA was requested to provide RBS with a report of their own findings (see Appendix).

RBS also developed, with the assistance of the Abbott Advertising Agency, the Kentucky Picturepages Program Distribution Center Reporting Form (an example of which is shown in Figure IV-1). These were mailed, along with a set of instructions, to all primary distribution centers and

First Set

Figure IV-1 (a)

RESEARCH FOR BETTER SCHOOLS, INC.
1700 Market Street, Suite 1700
Philadelphia, Pennsylvania 19103

KENTUCKY-PICTUREPAGES PROGRAM DISTRIBUTION CENTER REPORTING FORM

TYPE OF DISTRIBUTION CENTER: ☐ LJS ☐ CAA ☐ DHR ☐ Other (Specify) ________________ ID # ________

CENTER LOCATION: (Street) ________________ (City) ______________ (County) ____________ KY (Zip) _____

(a) Picturepages Booklet Week	(b) Approximate Date Bulk of Picturepages Received	(c) Number of Copies Received	(d) If Applicable, Amount and Recipient Center of any Portion of your Basic Set of Picturepages*	(e) Amount and Source of Additional Copies Received, If Any*	(f) If Applicable, Date Additional Copies Received	(g) Inclusive Dates this Picturepages was Available to the Public (FROM) - (TO)	(h) Total Number of Copies Distributed Directly to the Public	(i) Total Number of Copies Remaining	(j) If Applicable, Indicate Disposition of Remaining Copies*	(k) Estimated Number of Additional Copies Needed, If Any
6/13-6/17 A										
6/20-6/24 B										
6/27-7/1 C										
7/4-7/8 D										
7/11-7/15 E										

*If this data has been furnished earlier and there are no substantial changes simply write "SAME." If "not applicable," write NA. If additional space is required use the reverse side of this form.

Comments

____

____

____

Distribution Center
Contact Person Name: ____________________ Phone __________

RBS Contact Persons: Russell Dusewicz or
Alan Coller
215-561-4100

Return the completed form by 7/22/77.

Figure IV-1 (b)

(d)

		These items should be filled out only by the participating CAA's				
Number of Copies Given to Recipient Center	Name & Type of Recipient Center	County in Which Recipient Center Is Located	Total Number of Copies Center Received from All Sources	Total Number of Copies Center Distributed Directly to Public	Total Number of Copies Remaining	Estimated Number of Additional Copies Needed If Any
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

(e)

Number of Copies Received in Addition to Basic Shipment	Name and Type of Source of Additional Picturepages
1	
2	
3	
4	
5	
6	

(j)

Number of Disposed Copies	Nature of Disposition

to all Department of Human Resources Centers in Kentucky which were receiving distribution from certain CAAs and were, in turn, serving as secondary distribution sites. The package mailed to each of the centers included a memorandum, pre-stamped and self-addressed envelopes, and four 5-week reporting forms. RBS also requested KACAA and the Abbott Advertising Agency to send out their own memoranda to their associated distribution centers in order to alert them to the arrival of the reporting forms and to elicit their cooperation.

As a result of very slow returns of the distribution reporting forms, at the end of the first ten weeks of the program another telephone survey of distribution centers was conducted. Information on distributions was solicited from each center and requests were made that they submit completed reporting forms for the second ten weeks of the program on a regular basis.

MONITORING THE BROADCASTS

Picturepages lessons were to be videotaped in advance by Happy and Froggie of WTVQ-TV's Happy and Froggie Show and distributed to stations in the Picturepages TV network. TV stations and translators in the network were to telecast Monday through Friday the five-minute Picturepages segment of the Happy and Froggie Show. The specific Picturepages lesson telecast each day was to conform with pre-specified pages in the Picturepages booklets. To facilitate this procedure, inclusive dates were printed on the weekly sets of Picturepages booklets, and each week's series of pages was additionally identified by a different letter of the alphabet.

The monitoring role of RBS in this case consisted simply of determining if the stations in the Picturepages network were indeed telecasting the Picturepages lessons on schedule. This information was later to be utilized in interpretation of results obtained from both the center-based and home-based evaluation studies.

In carrying out its broadcast monitoring role, RBS utilized three principal procedures. Within the Louisville-Lexington area, observers were employed and charged with reporting back to RBS regarding the occurrence of any irregularities or problems in synchronization of TV broadcasts with corresponding Picturepages booklet content. A second procedure, used primarily for other areas of Kentucky, relied primarily upon information supplied by KACAA. In addition to these two procedures, a question was inserted in the state-wide Parent Survey asking for an indication of the number of weeks that the televised lessons were broadcast in the respondent's area.

THE HOME-BASED STUDY

The Home-Based Study was conducted to address the outcome evaluation questions of the overall design relating to children's learning readiness attitudes and parent-child interaction as well as several secondary concerns. For this purpose, a parent questionnaire was developed for the purpose of conducting a state-wide survey of 50,000 parents participating in the Picturepages program. The questionnaire has been reproduced below in Figure IV-2.

This questionnaire was designed as an optical scanning form in order to facilitate the handling and scoring of an anticipated large number of returns. On one side is an open letter to participating parents and represents not only an appeal for help in getting their reactions to the program, but also a set of instructions on how to complete the questionnaire. Back-up procedures were established to handle mutilated returns and returns on which respondents used other than a no. 2 pencil. These returns would either be transferred to a new op-scan form, or a mark-over process would be used.

The questionnaire side of the survey form contained nine item-sets. Item sets 1 and 2 were designed as demographic-type questions. Item sets 3, 4, 5, 6, and 7 were intended as implementation/process-type questions. And item sets 8 and 9 were directed toward outcome questions. It was intended that single-item tabulations would be conducted as well as analyses of the interrelationships between pairs of variables represented by the questionnaire items.

Fifty thousand Parent Surveys, in varying amounts, were sent to all of the primary distribution centers in the Kentucky Picturepages program. Included in this mailing was a set of instructions (see Appendix) to be followed by the centers in distributing the surveys and in mailing the returns to RBS.

FIGURE IV - 2

PICTUREPAGES®

FOR PARENTS

"Happy
&
Froggie"

DEAR PARENT:

WE NEED YOUR HELP. SINCE EARLY JUNE YOU AND YOUR FAMILY HAVE HAD THE OPPORTUNITY TO TAKE PART IN A NEW AND EXPERIMENTAL EARLY LEARNING PROGRAM CALLED *PICTUREPAGES.* WE HOPE YOU HAVE ENJOYED THE OPPORTUNITY OF WORKING TOGETHER WITH YOUR CHILDREN USING THE PICTUREPAGES BOOKLETS, AND WATCHING THE HAPPY & FROGGIE PICTUREPAGE TV BROADCASTS?

NOW, WE NEED TO KNOW WHAT IMPACT, IF ANY, THIS PROGRAM HAS HAD UPON YOU AND YOUR FAMILY. WHAT DO YOU THINK OF *PICTUREPAGES?*

PLEASE LET US KNOW HOW YOU HONESTLY FEEL ABOUT THIS NEW PROGRAM BY ANSWERING ALL QUESTIONS ON THE BACK OF THIS PAGE. FOR EACH QUESTION, SIMPLY BLACKEN IN THE BOX NEXT TO THE STATEMENT WHICH BEST DESCRIBES YOUR ANSWER. IF POSSIBLE, PLEASE USE A NO. 2 PENCIL. THEN RETURN THIS SHEET TO THE PLACE PROVIDED FOR COMPLETED FORMS.

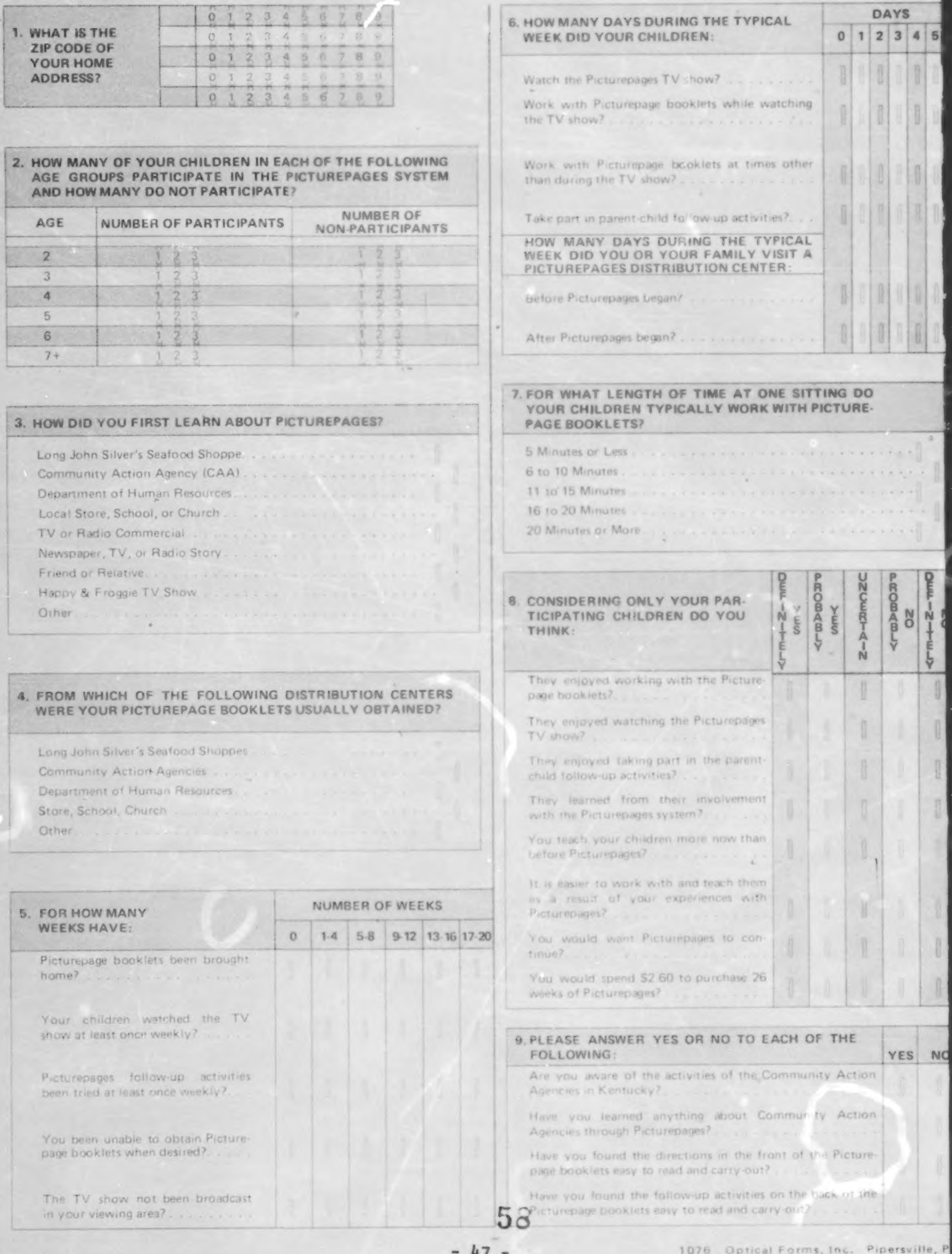
THANK YOU FOR YOUR HELP AND HAVE A GOOD DAY.

PLEASE DO NOT FOLD OR TEAR THIS SHEET

RETURN TO PICTUREPAGES DISTRIBUTION CENTER
OR MAIL TO

RESEARCH FOR BETTER SCHOOLS
OFFICE OF PLANNING AND EVALUATION
1700 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19103

FIGURE IV - 2



1. WHAT IS THE ZIP CODE OF YOUR HOME ADDRESS?
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

2. HOW MANY OF YOUR CHILDREN IN EACH OF THE FOLLOWING AGE GROUPS PARTICIPATE IN THE PICTUREPAGES SYSTEM AND HOW MANY DO NOT PARTICIPATE?

AGE	NUMBER OF PARTICIPANTS	NUMBER OF NON-PARTICIPANTS
2	1 2 3	1 2 3
3	1 2 3	1 2 3
4	1 2 3	1 2 3
5	1 2 3	1 2 3
6	1 2 3	1 2 3
7+	1 2 3	1 2 3

3. HOW DID YOU FIRST LEARN ABOUT PICTUREPAGES?

- Long John Silver's Seafood Shoppe ☐
- Community Action Agency (CAA) ☐
- Department of Human Resources ☐
- Local Store, School, or Church ☐
- TV or Radio Commercial ☐
- Newspaper, TV, or Radio Story ☐
- Friend or Relative ☐
- Happy & Froggie TV Show ☐
- Other ☐

4. FROM WHICH OF THE FOLLOWING DISTRIBUTION CENTERS WERE YOUR PICTUREPAGE BOOKLETS USUALLY OBTAINED?

- Long John Silver's Seafood Shoppes ☐
- Community Action Agencies ☐
- Department of Human Resources ☐
- Store, School, Church ☐
- Other ☐

5. FOR HOW MANY WEEKS HAVE:	NUMBER OF WEEKS					
	0	1-4	5-8	9-12	13-16	17-20
Picturepage booklets been brought home?	☐	☐	☐	☐	☐	☐
Your children watched the TV show at least once weekly?	☐	☐	☐	☐	☐	☐
Picturepages follow-up activities been tried at least once weekly?	☐	☐	☐	☐	☐	☐
You been unable to obtain Picturepage booklets when desired?	☐	☐	☐	☐	☐	☐
The TV show not been broadcast in your viewing area?	☐	☐	☐	☐	☐	☐

6. HOW MANY DAYS DURING THE TYPICAL WEEK DID YOUR CHILDREN:	DAYS					
	0	1	2	3	4	5
Watch the Picturepages TV show?	☐	☐	☐	☐	☐	☐
Work with Picturepage booklets while watching the TV show?	☐	☐	☐	☐	☐	☐
Work with Picturepage booklets at times other than during the TV show?	☐	☐	☐	☐	☐	☐
Take part in parent-child follow-up activities?	☐	☐	☐	☐	☐	☐
HOW MANY DAYS DURING THE TYPICAL WEEK DID YOU OR YOUR FAMILY VISIT A PICTUREPAGES DISTRIBUTION CENTER:						
Before Picturepages began?	☐	☐	☐	☐	☐	☐
After Picturepages began?	☐	☐	☐	☐	☐	☐

7. FOR WHAT LENGTH OF TIME AT ONE SITTING DO YOUR CHILDREN TYPICALLY WORK WITH PICTUREPAGE BOOKLETS?

- 5 Minutes or Less ☐
- 6 to 10 Minutes ☐
- 11 to 15 Minutes ☐
- 16 to 20 Minutes ☐
- 20 Minutes or More ☐

8. CONSIDERING ONLY YOUR PARTICIPATING CHILDREN DO YOU THINK:	DEFINITELY YES	PROBABLY YES	UNCERTAIN	PROBABLY NO	DEFINITELY N
They enjoyed working with the Picturepage booklets?	☐	☐	☐	☐	☐
They enjoyed watching the Picturepages TV show?	☐	☐	☐	☐	☐
They enjoyed taking part in the parent-child follow-up activities?	☐	☐	☐	☐	☐
They learned from their involvement with the Picturepages system?	☐	☐	☐	☐	☐
You teach your children more now than before Picturepages?	☐	☐	☐	☐	☐
It is easier to work with and teach them as a result of your experiences with Picturepages?	☐	☐	☐	☐	☐
You would want Picturepages to continue?	☐	☐	☐	☐	☐
You would spend $2.60 to purchase 26 weeks of Picturepages?	☐	☐	☐	☐	☐

9. PLEASE ANSWER YES OR NO TO EACH OF THE FOLLOWING:	YES	NO
Are you aware of the activities of the Community Action Agencies in Kentucky?	☐	☐
Have you learned anything about Community Action Agencies through Picturepages?	☐	☐
Have you found the directions in the front of the Picturepage booklets easy to read and carry-out?	☐	☐
Have you found the follow-up activities on the back of the Picturepage booklets easy to read and carry-out?	☐	☐

1076 Optical Forms, Inc. Pipersville, P

Prior to this mailing RBS contacted both KACAA and Abbott Advertising about the evaluation effort and requested that they in turn inform their associated centers about the upcoming Parent Survey mailings. Requests were also made of stations WTVQ-TV in Lexington, WDRB-TV in Louisville, and WKYH-TV in Hazard to make public service announcements regarding the forthcoming survey (see Appendix).

Although a tentative deadline of November 4 had been set for the return of completed forms, by as late as November 29 only 152 surveys had reached RBS. At this point, another appeal was made to the distribution centers to return all collected forms. Despite considerable effort by KACAA, Compulearn and RBS, returns continued to arrive in a sporadic manner with only 236 having been received by the first week in December. It was at this time that RBS initiated a telephone survey of all Long John Silver's Seafood Shoppes in the Louisville, Lexington and Hazard areas to determine the number of parent surveys actually distributed to the public and the number of completed returns on hand at each of the sites. KACAA and Compulearn undertook a similar effort with the CAA centers.

THE CENTER-BASED STUDY

The Center-Based Study was designed to assess the effectiveness of the Picturepages Program in terms of participant outcomes in the area of readiness skills: Does the program affect children's learning readiness skills? Embedded in this question lies the critical test of the merits of Picturepages.

Regardless of any impact the program may have upon children's attitudes or the extent of their interaction with parents, Picturepages must be able to demonstrate its potential for facilitating the acquisition of readiness skills if it is to establish its real worth in the field of early education.

To answer this general question, a true experimental design was implemented and a system approach initiated for selecting measures to assess the effectiveness of the Kentucky-Picturepages Program. Discussions in the sections to follow deal with:

- Methodological considerations
- Site selection and sampling procedures
- Instrument Selection Approach and procedures
- The Picturepages Test Battery
- Assembly and training of testing team
- Pretest data collection procedures
- Program implementation monitoring and data collection
- Ten-week data collection
- Ten-week interim report

- Posttest data collection procedures
- The final working sample

METHODOLOGICAL CONSIDERATIONS

The true test of the effectiveness of any educational program is when two similarly constituted groups of subjects, one participatory, and the other non-participatory, are assessed on test instruments which measure desired outcomes. Additionally, such a test or evaluation should be conducted, ideally, under conditions in which the educational program is implemented as it is intended to be implemented, or a close simulation of these conditions is accomplished. For the Picturepages Program, this would indicate, at the ideal level, that experimental (participatyr) and control (non-participatory) groups of subjects should be drawn from the population of children present in their homes during the broadcast period of the Picturepages lessons.

However, the fact that the Kentucky-Picturepages Program was to be freely available throughout the state dictated that the design of the study be implemented under highly controlled conditions to avoid inter-group contamination: that is, participants becoming non-participants and non-participants becoming participants. Enlistment of children enrolled in child care centers for participation in the study appeared to be the most desirable alternative available to achieve this end. The initial interaction, therefore, was to implement a true experimental design consisting of experimental and control groups of roughly the same size, in each of seven child care center sites within the state.

SITE SELECTION AND SAMPLING PROCEDURES

Since some of the distinguishing features of a true experimental deisgn is the selection and assignment of subject groups in a manner which minimizes experimental bias, every effort was made to maximize the heterogeneity of the sample selected for participation in the study and to exmply randomized techniques in the selection/assignment process. This planned variation was intended to reduce bias in the formulation of the subject pool.

Accordingly, RBS, with the assistance of KACAA, contacted some thirty child care centers during May of 1977. Identifying child care centers that had a large enough population, had suitable facilities for testing and for viewing the program, had a television set, were located in either the Louisville or Lexington areas, and whose staff would cooperate by participating in the program for the duration of the study was not an easy task. After a period of contact and negotiations, nine potential sites were identified. During an on-site inspection which took place only a few weeks prior to program start-up, seven sites were selected as being most suitable for the purposes of the study.

Assignments of subjects to experimental and control groups was done in a random and unbiased manner. After members of the subject pool were identified for each age group, wherever possible equal numbers of subjects were assigned by the use of a table of random numbers to experimental and control groups. Age groups ranged from 2-6, with the predominance of subjects between three and five years of age. The initial working sample for the twenty-week study is indicated in Table IV-2.

Table IV-2

Initial Sample Sizes

Groups/Sites	Louisville 1	2	3	4	Lexington 5	6	7	Total
Pretest								
Experimental	14	15	18	17	7	29	17	117
Control	13	17	20	18	7	29	16	120
TOTALS	27	32	38	35	14	58	33	237

INSTRUMENT SELECTION APPROACH

In every evaluation study the selection of instruments to assess the effects of the experimental treatment is of central importance--in this study it was thought to be crucial. Not only was the Kentucky-

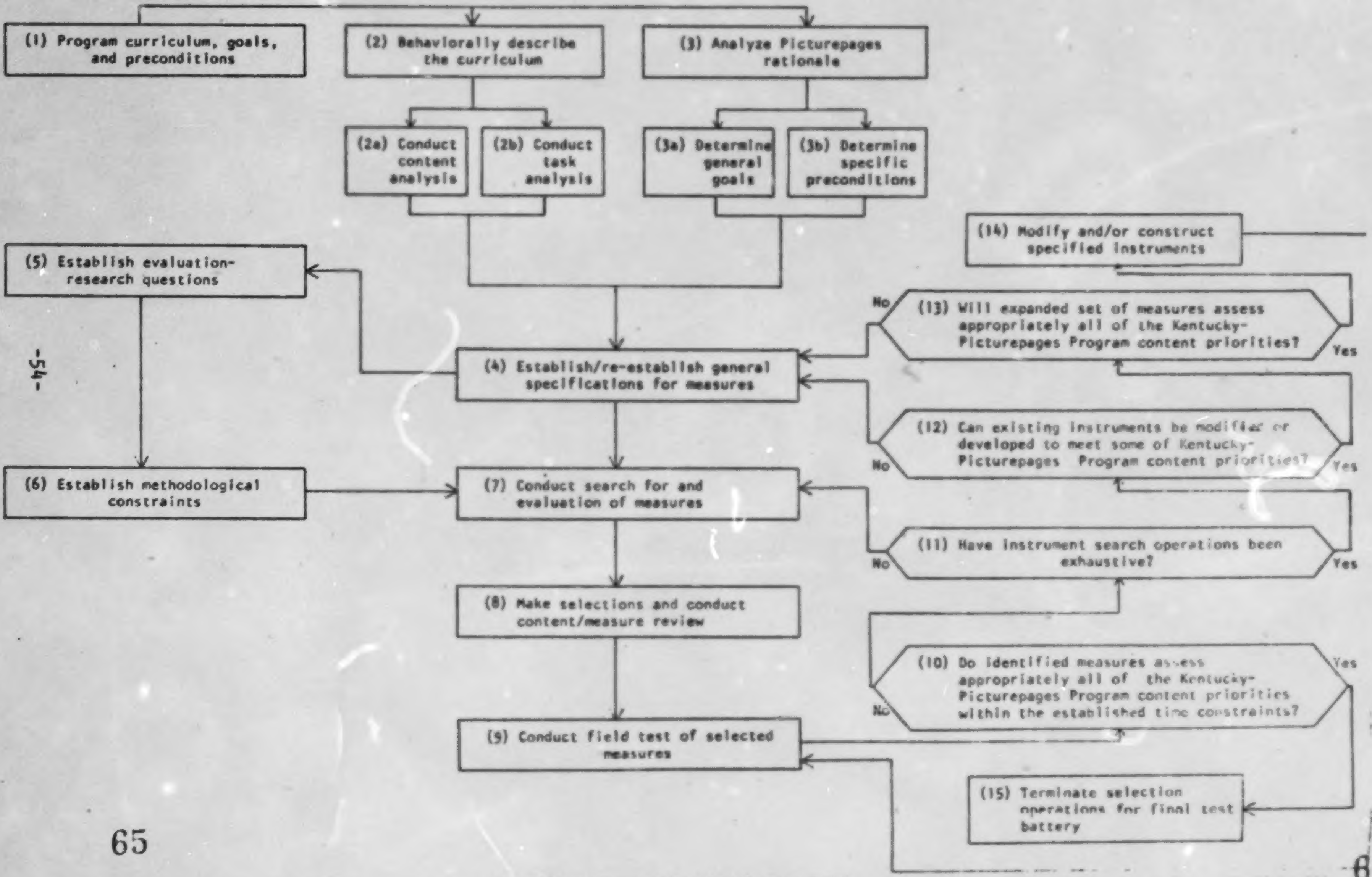
Picturepages Program to be of rather low intensity -- it was to be an 8-1/3 hour program distributed over 20 weeks and many subject areas--but the group to be used as a control group was to receive an educational treatment as well. It was anticipated that if any differences were to occur, they would be small and closely tied to the content of the program itself. To insure that the instruments selected, adapted, or developed would be the most appropriate for this evaluation, an Instrument Selection Systems Model was developed and implemented as shown in Figure IV-3 on the following page.

1. Program Curriculum, Goals, Preconditions refers here to the (a) 100 item set of Picturepages especially selected for the Kentucky-Picturepages Program--the curriculum, (b) general goals stated for Picturepages in a publication by Compulearn and (c) preconditions on entry behaviors thought necessary by Compulearn in order for the child to optimize learning with Picturepages.

2. Behaviorally Describe the Curriculum. With the Picturepages in hand, RBS examined each one and behaviorally described the set of 100 lessons.

2a. Conduct Content Analysis. RBS used the behavioral descriptions of the 100 Picturepages as the basis for conducting a content analysis. The results, in the form of an item by item analysis, are presented in the Appendix and have been summarized in an earlier section.

Figure IV-3


(1) Program curriculum, goals, and preconditions
(2) Behaviorally describe the curriculum
(3) Analyze Picturepages rationale
(2a) Conduct content analysis
(2b) Conduct task analysis
(3a) Determine general goals
(3b) Determine specific preconditions
(14) Modify and/or construct specified instruments
(5) Establish evaluation-research questions
No
(13) Will expanded set of measures assess appropriately all of the Kentucky-Picturepages Program content priorities?
Yes
(4) Establish/re-establish general specifications for measures
(12) Can existing instruments be modified or developed to meet some of Kentucky-Picturepages Program content priorities?
No
Yes
(6) Establish methodological constraints
(7) Conduct search for and evaluation of measures
(11) Have instrument search operations been exhaustive?
No
Yes
(8) Make selections and conduct content/measure review
(10) Do identified measures assess appropriately all of the Kentucky-Picturepages Program content priorities within the established time constraints?
Yes
No
(9) Conduct field test of selected measures
(15) Terminate selection operations for final test battery

The RBS Instrument Selection Systems Model

2b. Conduct Task Analysis. In addition to the content analysis, RBS also conducted an analysis of the specific tasks required of the child to complete each of the lessons successfully. The results of the task analysis are also presented in the Appendix.

3. Analyze Picturepages Rationale. RBS considers it important to examine carefully the rationale of each educational program to be evaluated to understand better the outcomes it seeks for its participants. Accordingly, RBS examined as many of the Compulearn publications as possible and prior evaluation study results to gain a more complete understanding of the Picturepages Program and its purposes.

3a. Determine General Goals. Documents forwarded by Compulearn were helpful in determining the general goals of the program as seen by its developers. Compulearn contends that, although each individual Picturepage is designed to develop specific Learning Readiness Skills, other valuable skills are developed by the very nature of the medium inherent in picturepages. In other words, although the primary objective deals with a specific Learning Readiness Skill, secondary benefits are derived just by working with picturepages in general. The Learning Readiness Skills referred to include: logic and reasoning, concept formation, visual perception/discrimination, auditory discrimination, visual-motor coordination, and verbal comprehension/communication. The secondary benefits include: development of memory, development of eye-to-hand coordination, visual perception and discrimination skills, following directions, and vocabulary.

3b. Determine Specific Preconditions. The Picturepages Program assumes that the child has mastered certain "entry-level" skills. These skills are: an attention span of at least five minutes; the ability to use a pencil, crayon, or marker to draw a line and/or make a mark; the ability to follow simple directions given orally; and, knowledge of basic colors.

4. Establish/Re-establish General Specifications for Measures. The results of the content analysis, task analysis, general goals determination process, and preconditions examinations process were used to establish the specifications that RBS would use in their initial search for relevant measures. The list below contains the original constructs for which measures were sought:

- Vocabulary
- Learning Readiness
- Following Directions
- Visual Perception and Discrimination
- Eye-To-Hand Coordination
- Drawing Ability
- Knowledge of Basic Colors
- Problem Solving/Differences
- Problem Solving/Similarities
- Shapes
- Numerals, Seriation
- Numerals, Counting
- Sets/Quantities
- Relational Concepts
- Prepositions
- Size Discrimination

5. Establish Evaluation Questions. The establishment of specific evaluation-research questions based upon prior analyses of Picturepages and its purposes permitted RBS to further narrow the search process.

6. Establish Methodological Constraints. The methodological methods RBS intended to employ in the study placed constraints on the measures to be selected. The constraints involved the age of the subject populationn--2, 3, 4, and 5 year olds; the average testing time allocated per individual--40 minutes; the degree of training required to administer the selected instruments--2 days; and, the quality of the measures themselves.

7. Conduct Search for and Evaluate Measures. Based upon the results of steps 4 and 6, RBS conducted an extensive search for test measures. Ultimately, almost 60 measures were pin-pointed for additional evaluation. A list of the measures examined is to be found in the Appendix of this report.

8. Make Initial Selections and Conduct Content/Measure Review. Eighteen measures passed the initial RBS instrument evaluation and were further examined for versatality. Three norm-referenced measures were finally selected: the Peabody Picture Vocabulary Test as a measure of receptive vocabulary; the Cooperative Preschool Inventory as a measure of general learning readiness; and the Walker Readiness Test for Disadvantages Preschool Children as a measure both of general learning

readiness and of visual perception and discrmination. The items of the latter two measures were examined closely to determine if sub-tests could be formed that would be usable as measures of some of the listed constraints. This technique was determined to be both possible and feasible as an adjunct to the norm-referenced approach.

9. Conduct Field Test of Selected Measures. A field test of the three norm-referenced measures was conducted and it was determined that after training, only a half hour would be required for administration. This meant that other measures, ones assessing specific learning readiness areas, could also be added to the test battery without violating the predetermined time standards for test administration.

10-11-12-13. Evaluation Steps . RBS went through the several evaluation steps and decided to modify certain existing instruments to assess better the Picturepages content. Four of the Early Childhood Inventories were selected for modification: Prepositions Inventory, Shape Name Inventory, Relational Concepts Inventory/Pre-Math, and Relational Concepts Inventory/Pre-Science.

14. Modify and/or Construct Specific Instruments. RBS added items to the Prepositions and Shape Name Inventories and combined the two Relational Concept Inventories into a single instrument by both deletion of existing items and addition of new ones. The entire battery was again

field-tested, and RBS staff were satisfied that it could be administered within the established time constraints to the intended subject population.

The Picturepages Test Battery and the measures selected for analysis are described in the next sections. Table IV-3, which follows the descriptions of the measures, portrays the relationships between these measures and the Picturepages content.

PICTUREPAGES TEST BATTERY

The Picturepages Test Battery, with the sole exception of the Walker Readiness Test for Disadvantaged Preschool Children, was selected on the basis of RBS' content analysis of the individual Picturepages to be used for the Kentucky program as well as a review of the general goals and an analysis of preconditions. The final test battery included the following six instruments:

1. Peabody Picture Vocabulary Test (PPVT)
2. Early Childhood Inventories, Prepositions Inventory (PI)
3. Early Childhood Inventories, Relational Concepts Inventory (RCI)
4. Cooperative Preschool Inventory (CPI)
5. Early Childhood Inventories, Shape Name Inventory (SNI)
6. Walker Readiness Test for Disadvantaged Preschool Children (WRT)

These six tests and their associated sub-measures were all used during the pre- and posttesting periods and are described below.

Peabody Picture Vocabulary Test (PPVT). The PPVT was designed to provide an estimate of a child's receptive or hearing vocabulary. The administration manual indicates that this norm-referenced test may be given to any English speaking resident of the United States between 2 years 6 months and 18 years who is able to hear words, see the drawing, and has the facility to indicate "yes" or "no" in a manner the communicates. The PPVT was standardized in 4,012 cases during the period April to June. Form A of the PPVT, whose items are described in the Appendix, was administered during both the pre- and posttesting periods.

Prepositions Inventory (PI). The PI, one of the Early Childhood Inventories, was designed to provide an estimate of a child's hearing vocabulary as it applies specifically to prepositions. The test essentially is a domain-referenced measure in that the included prepositions were selected from a pool of all drawable prepositions. The version of the PI used in this study was modified to include prepositions used in the Kentucky-Picturepages Program but not covered by the prepositions in the original PI. The twenty items used to form the PI to assess the Kentucky-Picturepages Program are displayed in the Appendix.

Relational Concepts Inventory (RCI). The RCI is designed to provide an estimate of a child's hearing vocabulary as it applies specifically to relational concepts or concepts of opposition. For this study, a special criterion-referenced test was constructed from items on the Early Childhood Inventories, Relational Concepts Inventory/Pre-Math, and on the Early Childhood Inventories, Relational Concepts Inventory/Pre-Science, and from new items. All of the 32 items included in this version of the RCI are taught either directly or indirectly during the Kentucky Picturepages Program. The answer sheet and actual items from the RCI employed for this study are in the Appendix.

Cooperative Preschool Inventory (CPI). The CPI is a norm-referenced assessment and screening procedure designed for individual use with children in the age range of three to six years. It was developed to give a measure of achievement in areas regarded as necessary for success in school. The CPI was revised in 1970, based on the responses of 1,531 children enrolled in over 150 Head Start classes throughout the U.S. The 64 items that make up the CPI are shown in the Appendix.

Four factors--which have no published norms--emerged from a factor analysis of this test: Personal-Social Responsiveness, Associative Vocabulary, Concept Activation-Numerical, and Concept Activation-Sensory. These factors as well as other combinations of items from the CPI were used as non-norm-referenced subtests. The Personal-Social Responsiveness Subtest (items 1-18) is a measure of the child's knowledge about his own personal world and his/her ability to get along with and respond to communications of another person. The Associative Vocabulary Subtest (items 19-30) is a measure of the child's ability to demonstrate awareness of the connotation of a word by carrying out some action or by associating to certain intrinsic qualities of the underlying verbal concept. The Concept Activation-Sensory Subtest (items 39-41, 49-64) is a measure of the child's ability to be aware of certain sensory attributes (shape, size, motion, color) and to be able to execute certain visual-motor configurations. The Parts of Body Subtest (items 4-9) is a measure of the child's ability to identify several common parts of the body. The Color Names Subtest (items 16, 56, 57, 60, 62, 64) is a measure of the child's ability to identify several common colors. The Drawing Subtest (items 52-55) is a measure of the child's ability to execute certain visual-motor configurations.

Shape Name Inventory (SNI). The SNI, one of the Early Childhood Inventory, is designed to provide an estimate of a child's hearing vocabulary as it applies specifically to shapes. The test essentially is a domain-referenced measure in that the included two-dimensional shapes were selected from a pool of drawable two-dimensional shapes. The shapes selected were judged to be the most familiar to young children. For this study, one additional shape was added as to include a shape used by the Kentucky-Picturepages Program not found on the original version of the SNI. The items on the SNI employed for this study are displayed in the Appendix.

Walker Readiness Test for Disadvantaged Preschool Children (WRT). The WRT was designed to be a culture-fair, nonverbal readiness test for preschool children. This norm-referenced test assesses a child's listening ability, visual activity, imagery, ability to follow instructions, and recognitions of similarities, differences, numerical analogies, and missing parts. The test was developed in two forms--Form A to identify weaknesses and set up individual remedial programs, and Form B to be administered during the final weeks to assess the efficiency of the program used and the progress of the child. The A form, which was standardized on 6,662 children in 364 Head Start and Day Care Centers, was used for both pre- and posttesting in the 20-week study after a ten-week mini-study revealed that the use of the B form for posttesting led to an overall decrease in scores from pre- to posttest periods. It was assumed that the use of different samples to norm the two forms may have contributed to the degredation of scores over time. The 50 items of the WRT are displayed in the Appendix.

Several non-normed measures were also formed from WRT subtest items. Subtest 1: Similarities (items 1-25) is a measure designed to assess the child's ability to determine which object in a set of four looks just like the standard. Subtest 2A: Differences, Size (items 26-30) is a measure designed to assess the child's ability to determine which object in a set of four is the largest. Subtest 2B: Differences, Object Variation

Table IV-3

MEASURES CONTENT	PPVT	Prepositions Inventory	Relational Concepts Inventory	Cooperative Preschool Inventory	Personal-Social Responsiveness	Associative Vocabulary	Concept Activation-Numerical	Concept Activation-Sensory	Parts of Body	Color Names	Drawing	Shape Name Inventory	Walker Readiness Test	1 Similarities	2A Differences Size	2B Differences Object-Variation	2C Differences Belonging	2 Differences Total	3 Numerical Analogies	4 Missing Parts
A. GENERAL																				
1. Gross Visual Discrimination													X							
2. Vocabulary/Naming	X																			
3. Following Directions				X	X															
4. Gross Eye-Hand Coordination				X							X									
B. LOGIC & REASONING/COMMUNICATION																				
1. Logical Sequencing																				
2. Story Telling, Explanations																				
3. Associations, Relationships				X		X														
4. Similarities													X	X						
5. Differences													X			X	X	X		
6. Problem-Solving													X							
C. CONCEPTUAL DEVELOPMENT																				
1. Shapes												X								
2. Numerals, Seriation				X			X													
3. Numerals, Counting																				
4. Sets/Quantities																			X	
5. Colors				X			X			X										
6. Relational Concepts			X																	
7. Prepositions		X																		
8. Letters																				
9. Socialization/Citizenship				X					X											
D. PERCEPTION/DISCRIMINATION																				
1. Shape Discrimination				X			X													
2. Speech-Sound Discrimination																				
3. Size Discrimination				X			X						X		X			X		
4. Color Matching																				
5. Shape Matching																				
6. Object Matching													X	X						
7. Spacial Visualization													X							X
8. Perceptual-Motor Coordination				X							X									
9. Visual Pursuit																				
10 .Size Sequencing																				

(items 31-35) is a measure designed to assess the child's ability to identify which object in a set of four doesn't look like the others. Subtest 2C: Differences, Belonging (items 36-40) is a measure designed to assess the child's ability to indicate which one of four objects does not belong with the others. Subtest 2: Differences, Total (items 26-40) is a measure formed by the combination of subtests 2A, 2B, and 2C. Subtest 3: Numerical Analogies (items 41-45) is a measure designed to assess the child's ability to determine which one of four object sets has the same number as the standard. Subtest 4: Missing Parts (items 46-50) is a measure designed to assess the child's ability to identify which one of four objects complete a standard which has a missing part.

Shown in Table IV-3 is a cross-indexing of the tests and subtests that were selected, adapted, and/or developed for this study as a means of assessing as much of the content of the Kentucky-Picturepages Program as was possible given the acknowledged constraints.

ASSEMBLY AND TRAINING OF TESTING TEAM

It was the intention to recruit professionals located in Kentucky as both test administrators and local program observers for the evaluation study. Toward this end, contact was made with faculty in the clinical and community psychology departments at the University of Louisville. Seven doctoral candidates (five men and two women) from these departments were eventually selected from a larger pool of recommendations on the basis of years of clinical testing experience, extent of experience with very young children, educational course background in tests and measurements and in experimental and clinical psychology, the quality of recommendations from faculty and general overall content of their resumes. All those selected were required to agree in advance to participate: in an instrument training workshop, in both pre- and post-testing, and at times between these two testing periods if necessary.

During the first week of June in 1977, two members of RBS' Picturepages staff traveled to Kentucky to undertake the training of the testing team and to make final visits to child care centers which were to participate in the study. Prior to this, a manual had been prepared which described the procedures to be followed for Picturepages testing. The manual contained: a description of the Kentucky-Picturepages Program, a review of the cooperating organizations; a discussion of the evaluation design, job descriptions, a preparations checklist for testing, a description of the tests to be administered and procedures to be followed, a set of forms to be used by the team during the testing periods; and some related correspondence between RBS and testing sites. This manual and associated forms may be found in the Appendix.

During the training session, the contents of the manual were thoroughly reviewed and each of the measures were practiced at least once by all members of the team during the practicum portion of the session. After a critique of the session and additional remarks on testing young children, members of the testing team were requested to practice the administration of the test battery as a whole to a number of youngsters prior to the actual pretesting period. Accordingly, arrangements were made with directors of local child care centers in the area to make their centers and children available for this purpose. It should be noted that all of the members of the testing team were already familiar with at least one of the instruments in the test battery prior to becoming involved with the Picturepages evaluation.

PRETEST DATA COLLECTION ACTIVITIES

Pretesting for the Center-Based Study took place at seven sites during the week of June 6, 1977. Nine persons were involved in the pretesting; two RBS staff members and seven testing team members recruited from the University of Louisville. The testing team, depending upon the availability of space, either worked as a nine-person team or separated into two teams with RBS staff serving as team leaders. In general, the overall testing time for the test battery was well within established time constraints, but the Walker Readiness Test for Disadvantaged Children (WRT) caused some difficulties. Administering the WRT to the youngest children proved very taxing and often had to be administered in two sessions.

PROGRAM IMPLEMENTATION MONITORING

Earlier, during the site selection process, prospective participating child care centers had been sent evaluation forms, letters, and a brief description of the Kentucky Picturepages Program. Later in telephone calls to these centers, the evaluation design had been explained as well as the center's role in the study. The design and the center's role had also been reviewed during the site visit and again during the pretesting period. RBS had developed for the centers a more detailed description of the Picturepages program, a brief description of the child care center study, and a general description of the test instruments to be employed in the study. This document, which is included in the appendix, had also been left with each center director.

Shortly after the official start of the Kentucky Picturepages Program each center was contacted to determine if the program and the study procedures were being properly carried out. In all instances the responses were in the affirmative. RBS called each center once weekly during the first five weeks of the program. No serious problems were noted by the directors of the centers at that time.

In hopes that additional data could be obtained about the Picturepages themselves and specific details on the manner in which the program was being implemented, a reporting form -- the Kentucky Picturepages Program Child Care Center Report -- was developed and mailed to each center. This reporting form, a copy of which is included in the Appendix, contains space for center teachers to indicate whether or not the child was present for the televised Picturepages segment of the Happy and Froggie Program and for the supplementary activities in which the children and teachers were to engage. Also included were various other questions pertaining to opportunity, attentiveness, motivation, ability, children's attitudes, and teacher attitudes. Along with this form was sent a letter of explanation and a reminder to insure that the essential elements of the study were being carried out at the evaluation sites.

Later in the program, as RBS examined the pretest data, some inconsistencies and omissions in subject identification became evident. In order to resolve these data processing problems RBS requested center directors to review RBS' subject list and to make all necessary corrections.

Near the end of the tenth week of the program certain data collection problems concerned with implementation monitoring were incurred and a member of the testing team was sent out to make site visits to all the centers in a personal effort to obtain the requested data. The site visits uncovered additional problems in the implementation of the program that had gone undeclared and undetected during the regular telephone and written reports. A copy of this ten-week child care center report summary is to be found in the Appendix.

What became apparent from this report and from subsequent follow-up communications was that a combination of factors were operating against ideal implementation of the experimental program at some of the centers. Center directors were generally dissatisfied with the time of day the program was being broadcast -- right after nap time and right about the time some children were to be picked up by parents. Children were often cranky or anxious to go home. A second problem involved the administration of the program -- children from all age groups (or from several different classes) had to be pulled out of their group and formed into a separate class which required the services of an additional teacher for a short period of time (for broadcast viewing and follow-up activities. The fact that very young children were grouped with older children added to the difficulty of managing the experimental program.

There was also dissatisfaction with several production aspects of the televised presentation of Picturepages -- namely, that Happy talked too quickly for some of the younger children, they were too stationary, and there was not enough time spent on close-ups of the Picturepages themselves.

During a one-week hiatus following the first ten weeks of broadcasts, two child care sites declined to continue because of administrative problems (the need for extra staff at both centers, and additionally, the change in center director at one of them). Finally, in an effort to secure additional information from the participating child care centers, an alternative ten-week report form was sent them along with another letter urging them to make sure the essential elements of the program were being carried out.

TEN-WEEK DATA COLLECTION EFFORT

At the request of KACAA and Compulearn, a special ten-week study of the Kentucky Picturepages program was undertaken. The two child care centers who advised RBS that they were leaving the study agreed to a special posttesting session with experimental and control children.

Members of the testing team administered the posttest battery to 41 experimental and control group subjects. The ten-week posttest battery differed in only one respect from the pretest battery; Form B instead of Form A of the Walker Readiness Test for Disadvantaged Children (WRT) was employed as suggested in the administration manual.*

TEN-WEEK INTERIM REPORT

RBS prepared a report entitled: "A Preliminary Evaluation of the Kentucky Picturepages Program," which may be found in the Appendix. In the way of a summary, this report indicated that all "effects examined were found to be non-significant with the exception of Peabody Picture Vocabulary Test percentile rank scores which indicated a statistically significant treatment impact exceeding the .05 level of confidence." However, the report continued: "Caution is recommended in drawing any conclusions based on these results because of their preliminary nature as well as unresolved questions concerning representativeness of the small sample involved."

POSTTEST DATA COLLECTION ACTIVITIES

After the beginning of the second ten-week program period, one additional site was forced to terminate involvement in the program. This site, located in Lexington, could only view the program at the morning broadcast time. When WTVQ-TV stopped broadcasting the Happy and Froggle Show at 7:55 a.m. this center's participation had to be discontinued and participating children in this center eliminated from the remainder of the twenty-week sample.

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*In the twenty-week posttesting there was a return to the use of Form A due to potential problems indicated in ten-week analyses concerning the underlying norms structure or alternate forms equivalency of the test.

One week after the Kentucky-Picturepages Program terminated its twenty-week broadcast and distribution, the nine-member testing team began posttesting experimental and control children at the remainder of the participating child care centers. Again, depending upon the availability of space, the testing team worked as a unit or in two teams.

FINAL WORKING SAMPLE

The final sample sizes employed for the twenty-week evaluation of the Kentucky-Picturepages Program represent a sizable reduction from those originally taking part in the pretest. In Table IV-4 it may be seen that the total number of participating sites has been reduced from seven to four and that the total sample size has diminished from a pretest level of 235 to the posttest level of 110.

Table IV-4 *

Sites	Louisville		Lexington		Totals
Groups	1	2	3	4	
Pretesting					
Experimental	18	17	29	17	81
Control	20	18	29	16	83
Totals	38	35	58	33	164
Posttesting					
Experimental	10	14	22	9	55
Control	13	16	22	4	55
Totals	23	30	44	13	110

*The Table does not include one center which dropped out of the program during the second ten weeks but whose participating children were post-tested. The Table also does not include three children who did not achieve a basal score on the Peabody Picture Vocabulary Posttest and who were consequently dropped from the sample prior to the analysis procedures.

V. RESULTS

Presented in this chapter are results of the process and outcome evaluation procedures employed by RBS. More specifically, the sections which follow deal with the quality of program implementation and operations, and with findings based on analyses of data from the home-based and center-based studies.

GENERAL PROGRAM OPERATIONS

As described earlier in this report, a wide variety of different organizations, both public and private, were involved in the implementation and day-to-day operations of the Kentucky Picturepages program.

From all appearances the various public and private organizations and groupings worked rather well together to make the Kentucky Picturepages Program a successful venture. RBS was in continuous contact with Compulearn, KACAA, and with Abbott Advertising Agency (representing the Long John Silver's Seafood Shoppes). Relationships between these primary agencies were also both cordial and cooperative.

Despite the atmosphere of cooperation among the principal agencies involved, some difficulty was encountered in obtaining first-hand data from the individual TV stations, the individual Picturepages distribution centers, and from the child care centers involved in the evaluation study. As a result, alternative methods of data collection frequently had to be used. Some of these methods have already been discussed in detail in the Methodology Section of this report. Those as well as the alternatives employed will be reviewed in the discussions which follow.

THE MONITORING FUNCTION

In conjunction with its evaluation effort, RBS undertook three monitoring functions: (1) monitoring/review of the 100 Picturepages to be used in the Kentucky Picturepages implementation, (2) monitoring of the delivery/distribution system for the Picturepages booklets, and (3) monitoring the TV broadcast system for Picturepages lessons.

THE PICTUREPAGES BOOKLETS

Prior to final printing, RBS conducted a comprehensive review of the 100 Picturepages to be used for the Kentucky Picturepages Program. The review, essentially made for the child care center evaluation study, uncovered some minor inconsistencies that were later corrected by Compulearn. In addition, RBS reviewed the Picturepages for both sex and racial bias. No substantial biasing effects were found in either instance.

The Picturepages booklets were printed in two batches of 50 Picturepages each. The inclusive dates on the covers of the Picturepages booklets for the first 10 weeks and the televised lessons were theoretically in synchronization. An unexpected one-week delay after the first ten weeks of the program caused the inclusive dates pre-printed on the second ten weeks of the Picturepages booklets to be out of synchronization with the scheduled dates of the TV lessons. While the effect this latter difficulty had on the Picturepages program could not be determined by RBS, some degree of confusion was evident in at least a few of the distribution sites.

THE DISTRIBUTION PROCESS

The initial RBS survey of distribution centers revealed some delivery problems and the need on the part of some distribution centers for booklets beyond the amount initially allocated. Follow-up calls two weeks later revealed that the delivery problems were essentially resolved and that additional booklets had been received by the centers which earlier indicated shortages. Calls to the Abbott Advertising Agency and KACAA revealed no other serious distribution problems at that time.

About the sixth or seventh week of the program it became apparent to RBS that too few distribution reports were forthcoming from either the Community Action Agencies or from the Long John Silver's Seafood Shoppes. RBS made immediate contact with both the Abbott Advertising Agency and KACAA. A representative of Abbott Advertising indicated that even their agency had difficulties collecting data from managers of the stores. The Agency indicated that they would again appeal to their managers to fill out the forms and return them to RBS. The Agency also indicated that their regional supervisors would keep watch over the distribution process and report any problems directly to RBS. Representatives of KACAA were surprised by the scarcity of returns on the part of the regional CAAs. KACAA indicated that they would appeal individually to each Picturepages Program director at each CAA to fill out the distribution reports and return them to RBS. KACAA likewise indicated that they were in continual contact with the CAAs and would report any problems, as they occurred, directly to RBS.

A closer examination of the roles of the CAAs, Long John Silver's Seafood Shoppes and KACAA in terms of carrying out their distribution and distribution monitoring responsibilities is presented in the sections which follow.

Community Action Agencies. Information concerned with the distribution process carried out by the CAAs, as explained earlier, was difficult to come by. RBS had to resort to use of a variety of methods to collect the data. RBS solicited distribution process data by use of a distribution report form, through contacts with KACAA and, finally, by conducting a telephone survey of all those CAAs from whom information was not received. The resulting obtained data, which represent only partial returns, are reported in Table V-1. These results must be viewed with some caution as they represent figures primarily estimated by the CAAs. In several instances in communications with CAAs, RBS found that the individual originally placed in charge of the Picturepages Program was no longer employed by the CAA and records were unavailable.

As can be seen in the left half of Table V-1, one CAA decided not to involve itself in the program at all, and for three others little or no distribution of the booklets to either the public or to secondary distribution centers occurred. One of these latter CAAs indicated that their area did not receive the Picturepages broadcast, and another suggested that the people in their area weren't that interested in the program. The remaining CAA had a series of misfortunes -- flood and fire -- which prevented its participation. It would appear from the data that

Table V-1

Estimated Proportions of Allotted Picturepages Booklets Distributed by Community Action Agencies and their Secondary Distribution Centers

		Number of Children Under Six in Area	Estimated Proportion of Picturepages Distributed by Primary Distribution Centers				Estimated Proportion of Picturepages Distributed to Public by Secondary Distribution Centers			
			A-E	F-J	K-O	P-T	A-E	F-J	K-O	P-T
1.	Audubon	19,039	97.5	98.4	-	-	97.5	98.4	-	-
2.	Bell Whitley	5,545	0.0	0.0	-	-	X	X	-	-
3.	Big Sandy	14,898	90.0	90.0	-	-	-	-	-	-
4.	Blue Grass	9,294	100.0	100.0	-	-	90.3	100.0	-	-
5.	Central KY	7,018	-	-	-	-	-	-	-	-
6.	Daniel Boone	3,433	100.0	100.0	-	-	100.0	100.0	-	-
7.	Gateway	5,599	100.0	100.0	-	-	100.0	100.0	-	-
8.	Harlan Co.	3,940	95.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0
9.	KY River Foothills	9,008	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10.	Knox County	2,621	30.0	30.0	-	-	30.0	30.0	-	-
11.	Lake Cumberland	13,692	0.7	0.7	-	-			-	-
12.	L.K.L.P.	8,706	80.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0
13.	Lex-Fayette Co.	18,396	100.0	100.0	-	-	83.3	70.0	-	-
14.	Leoking Valley	5,288	-	-	-	-	-	-	-	-
15.	Lou-Jefferson	72,251	81.3	86.5	85.3	64.0	78.8	82.5	83.9	97.5
16.	Middle KY River	3,295	73.0	73.0	-	-	-	-	-	-
17.	Mississippi River	14,273	0.0	0.0	-	-	-	-	-	-
18.	Northeast KY	12,603	X	X	X	X	X	X	X	X
19.	Northern KY	27,914	72.5	92.5	-	-	56.6	56.6	-	-
20.	Pennyrile	13,867	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
21.	Southern KY	9,101	-	-	-	-	-	-	-	-
22.	KACAA	—	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
		279,781								

some CAAs required a certain degree of start up time while others were able to distribute all of their Picturepages immediately upon receipt. Seven of the CAAs distributed all of their booklets during the first five weeks of the program. With the exception of the CAA that distributed only 30 percent of the booklets, the remaining CAAs distributed from 72.5 percent to 98.4 percent of the Picturepages. Where there was a low proportion of the allocated Picturepages actually distributed, the reason seems to have been a lack of resources on the part of the CAA. These CAAs evidently did not possess the personpower or other necessary resources to carry out the distribution task successfully.

A variety of secondary distribution centers were employed by the CAAs in order to get the Picturepages out to the public: country stores, supermarkets, day care centers, child development centers, Head Start centers, public schools, public libraries, Department of Human Resources Centers (child welfare and food stamp offices), DCCP centers, churches, health clinics, etc.

The right half of Table V-1 shows the estimated proportion of Picturepages distributed to the public by secondary distribution centers. This data is much like that of the left portion of the Table. Most of the secondary centers in given CAA areas distributed most if not all of their allocated booklets. Only two sets of secondary centers distributed less than 78.8 percent of the Picturepages booklets.

Long John Silver's Seafood Shoppes. Seventy-five Long John Silver's Seafood Shoppes throughout Kentucky also served as distribution centers for the Picturepages booklets during the first ten weeks of the program. This number was reduced to 41 during the second ten weeks and was limited to the Louisville, Lexington, and Hazard TV broadcasting areas. RBS experienced the same difficulties collecting distribution data from the Long John Silver's Seafood Shoppes as it did from the CAAs. Ultimately RBS resorted to a telephone survey to obtain missing data for the first ten weeks. No data was forthcoming from these distribution centers for the second ten weeks. This was due partly to the large proportion of Shoppes which disassociated themselves with the program during the second ten weeks and partly to the general lack of responses of those remaining shoppes to the distribution report forms.

The results of the distribution process survey are reported in Table V-2 below.

Table V-2

Estimated Proportion of Allocated Picturepages Booklets Distributed to the Public by Long John Silver's Seafood Shoppes

LJSSS ID #	Estimated Proportion of Picturepages Distributed to the Public WEEKS		LJSSS ID #	Estimated Proportion of Picturepages Distributed to the Public WEEKS	
	A-E	F-J		A-E	F-J
3001	56.0	62.0	7082	38.0	38.0
3002	50.0	50.0	7091	100.0	100.0
3003	100.0	100.0	7103	80.0	80.0
3004	24.0	24.0	7104	90.0	96.0
3007	100.0	100.0	7109	80.0	80.0
3028	86.0	76.0	7110	90.0	90.0
3032	100.0	100.0	7119	100.0	100.0
3033	95.0	95.0	7128	98.0	100.0
3051	-	70.0	7129	100.0	100.0
3039	100.0	100.0	7130	70.0	70.0
3065	20.0	20.0	7134	100.0	100.0
3077	100.0	100.0	7143	100.0	100.0
3082	100.0	100.0	7150	70.0	70.0
3092	100.0	100.0	7151	100.0	100.0
3097	100.0	100.0	7182	50.0	50.0
3115	62.0	68.0	7184	50.0	50.0
3135	-	-	7193	100.0	100.0
3188	-	-	7199	100.0	100.0
7001	60.0	100.0	7207	100.0	100.0
7002	100.0	100.0	7238	96.0	96.0
7003	100.0	100.0	7253	-	-
7004	100.0	100.0	7257	100.0	100.0
7005	26.0	90.0	7268	6.0	6.0
7006	100.0	100.0	7288	68.0	68.0
7007	28.0	38.0	7324	100.0	100.0
7013	72.0	72.0	7327	20.0	20.0
7014	100.0	100.0	7333	25.0	25.0
7018	50.0	50.0	7335	25.0	25.0
7029	60.0	60.0	7382	44.0	50.0
7036	100.0	100.0	7438	-	-
7045	25.0	25.0	7472	60.0	60.0
7048	100.0	100.0	7477	96.0	96.0
7057	50.0	50.0	7480	50.0	50.0
7058	50.0	50.0	7481	28.0	28.0
7059	74.0	74.0	7514	-	-
7061	100.0	100.0	7527	100.0	100.0
7077	100.0	100.0	7536	85.0	85.0
7079	25.0	25.0			

An examination of Table V-2 reveals that, during the first five weeks of the program, 42 percent of the Long John Silver's Seafood Shoppes distributed all of the Picturepages allocated to them. Over 62 percent distributed from 70 to 100 percent of the booklets. Slightly over 17 percent of these distribution centers distributed less than 38 percent of the Picturepages booklets.

As with the CAAs, some Long John Silver's Seafood Shoppes distributed an increased number of Picturepages by the second half of the first ten week period while others started at a high level and remained at that level. While it is not apparent from this data, a few of these distribution centers indicated that there was a falling off in distribution during a period of time that the Long John Silver's Seafood Shoppes was involved in a separate advertising promotion. The Abbott Advertising Agency indicated that this occurred in only a few of the northern counties.

Kentucky Association of Community Action Agencies. During the 20 weeks of the Kentucky Picturepages Program the KACAA had several responsibilities with respect to the distribution of the Picturepages booklets. First and foremost was the maintenance of a state-wide information center utilizing a toll-free telephone number for incoming calls. Over this line the KACAA reports that they received more than 1500 phone calls. All of the callers -- many of them children -- had positive remarks to make about Picturepages. Some requested the location of the nearest Picturepages distribution center to them. Where there was no center nearby, KACAA endeavored to mail the Picturepages booklets to the caller.

KACAA also generally monitored the deliveries of Picturepages to the CAAs and the Long John Silver's Seafood Shoppes. In a number of instances they requested the CAAs to expand their distribution coverage into additional counties. When necessary they urged the CAAs redistribute their allocations to overcome shortages caused by either a delivery problem or by unanticipated public demand. KACAA also undertook deliveries of Picturepages to the public TV stations in Louisville, Lexington, and Hazard which themselves served as secondary distribution centers. Deliveries for the second ten weeks were also made by KACAA to the child care centers employed by RBS in the evaluation study.

THE TELEVISION BROADCASTS

After unsuccessful attempts by RBS to obtain information via report forms from the CAAs and Long John Silver's Seafood Shoppes, it was determined that sending a similar report form to the TV stations would not be productive. As an alternative, KACAA agreed to survey on a regular basis the regional CAAs who were, in turn, to determine if the TV stations were telecasting the TV lessons as intended. RBS also used observers in Louisville, Lexington and Hazard to report the extent to which booklets and shows were in or out of synchronization. Additionally, RBS utilized at least one question on the Parent Survey to determine if the TV program was being shown in the various areas in which it was scheduled to be telecast. Regrettably, too few district areas responded to the survey to analyze usefully such data. However, a number of observations confidently can be made concerning implementation of the TV broadcast component of the Picturepages program.

As intended, the producers of the Happy and Froggie Show, together with Compulearn, developed 100 videotaped lessons corresponding to the 100 different picturepages selected for use with the Kentucky Picturepages Program. These pre-taped lessons were then distributed to the appropriate TV stations in time for the scheduled start of the program on June 13, 1976.

For the first ten weeks of the Kentucky Picturepages Program all stations and translators involved in the program broadcasted, on a daily basis, the five-minute segment of the Happy and Froggie Show concerned with Picturepages. On the basis of information gathered from observers in the principal broadcast areas as well as information supplied by KACAA, RBS knows of no failure on the part of TV stations to telecast the Picturepages lessons during the first ten weeks of the program.

At the start of the second ten weeks all of the KET stations and translators decided -- due to a lack of available air time -- not to exercise their option to continue picturepages broadcasts and dropped out of the Picturepages network. It was at this point that the Kentucky Picturepages Program ceased to be state-wide in scope, at least with respect to the broadcast component. For the second ten weeks televised Picturepages lessons were limited to the Louisville area (WDRB-TV), the Lexington area (WTVQ-TV), and the Hazard area (WKYH-TV).

Table V-3

TV Broadcast Reception by Postal Area

Postal Area	Inclusive Zip Codes	# Weeks of Broadcasts
1. Louisville	40000-40299	20
2. Lexington	40300-40699	20
3. Corgin	40700-40999	10/20
4. Cincinnati	41000-41099	10/20
5. Ashland	41100-41299	10
6. Campton	41300-41499	10/20
7. Pikesville	41500-41699	10
8. Hazard	41700-41899	20
9. Unassigned	41900-41999	
10. Paducan	42000-42099	10
11. Bowling Green	42100-42199	10
12. Owensboro	42300-42399	10
13. Evansville	42400-42499	10
14. Somerset	42500-42699	10/20
15. Elizabethtown	42700-42799	10

A short time after the start of the second ten weeks of the Kentucky Picturepages Program, RBS learned through one of its observers in Louisville that WDRB-TV had changed their broadcasting time. Throughout the second ten weeks, WDRB-TV broadcast the televised Picturepages lessons at 3:50 p.m. instead of at 3:55. RBS also learned through its observers in Lexington that WTVQ-TV was no longer broadcasting the 7:55 a.m. Picturepages lessons. Other than the above noted changes, observers in Louisville, Lexington, and Hazard advised that no other lapses or changes in original broadcast plans occurred. Further information on implementation of the TV broadcast component is presented in the following section on Home-Based Study Results.

HOME-BASED STUDY RESULTS

Of the 50,000 Parent Surveys mailed to distribution centers for Picturepages booklets, 1,067 (2.13 percent) were returned to RBS. Of this number, 25 were not useable due either to illegibility, incompleteness, or failure to follow instructions. Thus, a grand total of 1,042 surveys representing 2.08 percent of the forms mailed to the Picturepages Distribution Centers (but not necessarily the total amount of forms distributed by them) were analyzed for this report.

Of the 75 Long John Silver's Seafood Shoppes in Kentucky serving as distributors of the Picturepages booklets, only four (5.3 percent) returned Parent Surveys directly to RBS. Of the 21 Community Action Agencies located in Kentucky, seven (33 percent) were identified as returning Parent Surveys to RBS. The distribution source of five sets of forms, four from Head Start schools and one from a Department of Human Resources Center -- could not be determined.

The reproduction of the Parent Survey questionnaire on the following page assigns unique item and sub-item identifications to all questions, and these identifications are used to key discussions in the text to survey questions throughout the balance of this report.

From Table V-4 below it can be seen that most (91.7 percent) of the returned Parent Surveys came from Community Action Agencies. Only a small amount (2.5 percent) came from the Long John Silver's Seafood Shoppes. The number of individuals returning Parent Surveys directly to RBS accounted for only 1.6 percent of the total forms received.

1. WHAT IS THE ZIP CODE OF YOUR HOME ADDRESS?		0 1 2 3 4 5 6 7 8 9
		0 1 2 3 4 5 6 7 8 9
		0 1 2 3 4 5 6 7 8 9
		0 1 2 3 4 5 6 7 8 9
		0 1 2 3 4 5 6 7 8 9

2. HOW MANY OF YOUR CHILDREN IN EACH OF THE FOLLOWING AGE GROUPS PARTICIPATE IN THE PICTUREPAGES SYSTEM AND HOW MANY DO NOT PARTICIPATE?

AGE	NUMBER OF PARTICIPANTS	NUMBER OF NON-PARTICIPANTS
2	1 2 3	1 2 3
3	1 2 3	1 2 3
4	1 2 3	1 2 3
5	1 2 3	1 2 3
6	1 2 3	1 2 3
7+	1 2 3	1 2 3

3. HOW DID YOU FIRST LEARN ABOUT PICTUREPAGES?

- Long John Silver's Seafood Shoppe
- Community Action Agency (CAA)
- Department of Human Resources
- Local Store, School, or Church
- TV or Radio Commercial
- Newspaper, TV, or Radio Story
- Friend or Relative
- Happy & Froggie TV Show
- Other

4. FROM WHICH OF THE FOLLOWING DISTRIBUTION CENTERS WERE YOUR PICTUREPAGE BOOKLETS USUALLY OBTAINED?

- Long John Silver's Seafood Shoppes
- Community Action Agencies
- Department of Human Resources
- Store, School, Church
- Other

5. FOR HOW MANY WEEKS HAVE:	NUMBER OF WEEKS					
	0	1-4	5-8	9-12	13-16	17-20
a. Picturepage booklets been brought home?						
b. Your children watched the TV show at least once weekly?						
c. Picturepages follow-up activities been tried at least once weekly?						
d. You been unable to obtain Picturepage booklets when desired?						
e. The TV show not been broadcast in your viewing area?						

6. HOW MANY DAYS DURING THE TYPICAL WEEK DID YOUR CHILDREN:	DAYS					
	0	1	2	3	4	5
a. Watch the Picturepages TV show?						
b. Work with Picturepage booklets while watching the TV show?						
c. Work with Picturepage booklets at times other than during the TV show?						
d. Take part in parent-child follow-up activities?						
HOW MANY DAYS DURING THE TYPICAL WEEK DID YOU OR YOUR FAMILY VISIT A PICTUREPAGES DISTRIBUTION CENTER:						
Before Picturepages began?						
After Picturepages began?						

7. FOR WHAT LENGTH OF TIME AT ONE SITTING DO YOUR CHILDREN TYPICALLY WORK WITH PICTUREPAGE BOOKLETS?

- 5 Minutes or Less
- 6 to 10 Minutes
- 11 to 15 Minutes
- 16 to 20 Minutes
- 20 Minutes or More

8. CONSIDERING ONLY YOUR PARTICIPATING CHILDREN DO YOU THINK.	DEFINITELY YES	PROBABLY YES	UNCERTAIN	PROBABLY NO	DEFINITELY NO
a. They enjoyed working with the Picturepage booklets?					
b. They enjoyed watching the Picturepages TV show?					
c. They enjoyed taking part in the parent-child follow-up activities?					
d. They learned from their involvement with the Picturepages system?					
e. You teach your children more now than before Picturepages?					
f. It is easier to work with and teach them as a result of your experiences with Picturepages?					
g. You would want Picturepages to continue?					
h. You would spend $2.60 to purchase 26 weeks of Picturepages?					

9. PLEASE ANSWER YES OR NO TO EACH OF THE FOLLOWING:	YES	NO
a. Are you aware of the activities of the Community Action Agencies in Kentucky?		
b. Have you learned anything about Community Action Agencies through Picturepages?		
c. Have you found the directions in the front of the Picturepage booklets easy to read and carry-out?		
d. Have you found the follow-up activities on the back of the Picturepage booklets easy to read and carry-out?		

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Table V-4

Parent Survey Returns by Category of Sender

Sender Categories	Percentage of Surveys Received
Community Action Agencies	91.7
Long John Silver's Seafood Shoppes	2.5
Individuals	1.6
Department of Human Resources	0.4
Head Start Schools	3.7
TOTAL	100.0

n = 1042

There is approximately a 37:1 Parent Survey return rate ratio between the two major types of distributors of the Picturepages booklets: Community Action Agencies and Long John Silver's Seafood Shoppes, respectively. The potential bias that this differential return rate might create should be kept in mind when drawing any conclusions from the results presented in this section.

The remainder of the section will deal, first, with a description of the basic results for each of the Parent Survey items and, secondly, with cross-tabulations between different demographic and implementation-type variables, between different implementation variables, and between implementation and outcome variables.

SINGLE ITEM RESULTS

Item Set 1. What is the Zip Code of your home address?

To facilitate the analysis of this data, Zip codes were grouped according to postal regions.

Table V-5

Parent Survey Returns by Postal Regions

	Postal Region Name	Inclusive Zip Codes	Percentage of Surveys Received
1.	Louisville (20*)	40000-40299	62.9
2.	Lexington (20)	40300-40699	1.3
3.	Corbin (10/20)	40700-40999	1.7
4.	Cincinnati (10/20)	41000-41099	0.0
5.	Ashland (10)	41100-41299	0.2
6.	Campton (10/20)	41300-41499	0.7
7.	Pikesville (10)	41500-41699	1.0
8.	Hazard (20)	41700-41899	21.7
9.	Unassigned	41900-41999	
10.	Paducah (10)	42000-42099	0.0
11.	Bowling Green (10)	42100-42199	0.0
12.	Owensboro (10)	42300-42399	3.2
13.	Evansville (10)	42400-42499	1.7
14.	Somerset (10/20)	42500-42699	0.2
15.	Elizabethtown (10)	42700-42799	5.5
		TOTAL	100.0

*The numbers in parentheses represent the number of weeks the Picturepages segment of the Happy & Froggie Show could be viewed in the postal region. Some regions had sections in both viewing categories and are indicated by "(10/20)."

n = 1041

An examination of Table V-5 shows that 11.6 percent of the Parent Surveys returned came from postal regions in Kentucky where the Picturepages segment of the Happy and Froggie Show was televised for only ten weeks. Almost 86 percent of the surveys analyzed came from postal regions where the Picturepages lessons were televised for the full twenty weeks. In this latter category the Louisville area accounted for 62.9 percent of the returned surveys and the Hazard area for another 21.7 percent. The Lexington area, surprisingly, accounted for only 1.3 percent of the data. In 2.6 percent of the cases it was not possible to determine easily if the respondent's home was in an area receiving the televised Picturepages lessons for ten or twenty weeks.

It is thus unknown whether the respondents to the Picturepages Parent Survey, as a group, are truly representative of the population of Kentucky or of the population of the postal regions wherein they reside. It is also unknown whether or not the respondents are necessarily proportionately representative of the population who made use of the Kentucky Picturepages Program. Given the limitations, these data should be viewed with caution in attempting to generalize results to such groups.

Item Set 2. How many of your children in each of the following age groups participate in the Picturepages system?

Table V-6

Proportion of Participants in the
Kentucky Picturepages Program by Age Groups

How many of your children in each of the following age groups participate in the Picturepages system?

Age of Participants	Percentage of Participants
2	11.8
3	16.4
4	22.6
5	22.5
6	13.7
7+	13.0
	TOTAL 100.0

n = 1831*

* multiple categories were marked

Displayed in Table V-6, by age grouping, is the proportion of the children of the respondents to the Parent Survey who have been participants in the Kentucky Picturepages Program. The age groups having the most participants are those of the 4's and 5's, with 22.6 and 22.5 percent, respectively. Of the total number of participants, 11.8 percent are two years of age and 13.0 percent are seven years of age or older.

Item Set 3. How did you first learn about Picturepages?

Table V-7

First Knowledge by Information Source

Information Source	%
Long John Silver's Seafood Shoppe	4.0
Community Action Agency (CAA)	82.9
Department of Human Resources	0.7
Local Store, School, or Church	3.0
TV or Radio Commercial	2.6
Newspaper, TV, or Radio Story	0.2
Friend or Relative	1.3
Happy & Froggie TV Show	4.4
Other	1.0
TOTAL	100.0

n = 940

The vast majority of the respondents to the Picturepages Parent Survey (82.9 percent) indicated that they first learned about the Kentucky Picturepages Program through the Community Action Agencies (see Table V-7). This is hardly surprising as nearly 92 percent of the surveys submitted to RBS were from such agencies. The fact that only 14 percent of the respondents claim that they first learned about the program through a visit to a Long John Silver's Seafood Shoppe may also be a function of differences in the return rate of the surveys by the various Picturepages Distribution Centers.

Item Set 4. From which of the following distribution centers were your Picturepage Booklets usually obtained?

Table V-8

Source of Picturepages Booklets by Type of Distribution Center

Distribution Center	%
Long John Silver's Seafood Shoppes	5.7
Community Action Agencies	83.6
Department of Human Resources	1.0
Store, School, Church	7.9
Other	1.7
TOTAL	100.0

n = 974

The vast majority of respondents (83.6 percent) indicated that they usually obtained their Picturepages from a Community Action Agency (see Table V-8). Long John Silver's Seafood Shoppes were used as a source of Picturepages by only 5.7 percent of the respondents to this survey. Another 7.9 percent usually obtained their weekly Picturepages from a local store, school, or church.

Item Set 5 (a-c). For how many weeks have (5a) Picturepage booklets been brought home? (5b) Your children watched the TV show at least once weekly? (5c) Picturepages follow-up activities been tried at least once weekly?

Table V-9

Summary Table for Item Set 5 (a-c)

ITEMS	Number of Weeks %						
	0	1-4	5-8	9-12	13-16	17-20	Totals
5a. For how many weeks have Picturepage booklets been brought home? (%)	2.1	13.2	23.8	24.3	12.8	24.0	100.0
5b. For how many weeks have your children watched the TV show at least once weekly? (%)	7.0	17.5	27.1	21.1	16.3	11.1	100.0
5c. For how many weeks have Picturepages follow-up activities been tried at least once weekly? (%)	4.6	20.2	25.8	27.3	11.3	10.8	100.0

5a: n = 1018   5b: n = 1007   5c: n = 1002

5a. For how many weeks have Picturepages booklets been brought home? Only a small proportion (2.1 percent) of the respondents to this question of the survey indicated that the Picturepages booklets were not brought into the home at all. About 13 percent of the respondents brought the Picturepages booklets into their homes for only one to four weeks. On the other hand, 24 percent indicated that the Picturepages booklets were brought into the home for almost the entire twenty-weeks of the program. Over 61 percent of the respondents brought the Picturepages booklets into their homes nine weeks or more.

5b. For how many weeks have your children watched the TV show at least once weekly? A small proportion (7.0 percent) of the respondents to this question of the survey indicated that their children did not ever watch the televised Picturepages segment of the Happy and Froggie Show. Almost 45 percent of the children were reported to have watched the telecast Picturepages lessons between one and eight weeks. Slightly less than half of the children watched the lessons from between nine and twenty weeks.

5c. For how many weeks have Picturepages follow-up activities been tried at least once weekly? Only a small proportion (4.6 percent) of the respondents to this question of the survey indicated that they had never attempted to employ the follow-up activities with their children. This means that over 95 percent of the respondents engaged in follow-up parent-child activities related to Picturepages. Of this number 46.0 percent engaged in follow-up activities from one to eight weeks and almost 50.0 percent from nine to twenty weeks.

Item Set 5 (d-e). For how many weeks have (5d) You been unable to obtain Picturepage booklets when desired?, and (5e) The TV show not been broadcast in your viewing area?

Table V-10

Summary Table for Item Set 5 (d-e)

ITEMS	Number of Weeks %						
	0	1-4	5-8	9-12	13-16	17-20	Totals
5d. For how many weeks have you been unable to obtain Picturepage booklets when desired? (%)	51.2	14.1	12.6	12.4	4.8	4.9	100.0
5e. For how many weeks have the TV shows not been broadcast in your viewing area? (%)	53.6	15.2	9.5	9.3	6.8	5.6	100.0

5d: n = 956   5e: n = 924

5d. For how many weeks have you been unable to obtain Picturepages booklets when desired? Over 50 percent of the respondents indicated that they never had a problem obtaining the Picturepages booklets when they wanted them. Some difficulty is reported by over 48 percent of the respondents.

5e. For how many weeks have the TV shows not been broadcast in your viewing area? The data for this question should be regarded with caution as, upon inspection, the frequency distribution seems out of keeping with real events. In actuality, the televised Picturepages program was shown--depending upon location--either ten or twenty weeks. This means that only the "0" and "9-12" categories should have been chosen. The fact that all of the categories were used suggests that this question was not fully understood by many of the respondents.

Item Set 6 (a-d). How many days during the typical week did your children (6a) Watch the Picturepages TV show? (6b) Work with Picturepages booklets while watching the TV show? (6c) Work with Picturepages booklets at times other than during the TV show? (6d) Take part in the parent-child follow-up activities?

Table V-11

Summary Table for Item Set 6 (a-d)

ITEMS	DAYS						TOTALS
	0	1	2	3	4	5	
6a. How many days during the typical week did your children watch the Picturepages TV show?	7.4	11.8	9.2	20.2	17.2	34.1	100.0
6b. How many days during the typical week did your children work with Picturepage booklets while watching the TV show?	10.8	8.7	15.5	21.6	17.3	26.2	100.0
6c. How many days during the typical week did your children work with Picturepage booklets at times other than during the TV show?	7.6	12.8	23.6	27.6	13.4	15.1	100.0
6d. How many days during the typical week did your children take part in parent-child follow-up activities?	9.2	15.7	20.9	27.8	14.0	12.4	100.0

6a: n = 1009 6b: n = 1001 6c: n = 1003 6d: n = 986

6a. How many days during the typical week did your children watch the Picturepages TV show? Respondents indicated that only a small proportion (7.4 percent) of their children did not watch any televised Picturepages lessons during the typical week. This percentage is substantially in agreement with that found for item 5 (b); the slight variation might well be expected. Over 50 percent of the children watched the televised Picturepages lessons for four or more days during the typical week. Better than a third of those responding to this item didn't miss a single showing of the Picturepages segment of the Happy and Froggie Show.

6b. How many days during the typical week did your children work with Picturepage booklets while watching the TV show? A small proportion (10.8 percent) of the respondent's children did not work with the Picturepages booklets at all while watching the Picturepages segment of the Happy and Froggie Show. Approximately 65 percent of the children worked with their Picturepages booklets while watching the televised Picturepages lessons for three or more days during the typical week. When the responses to this item are compared to those of the previous item (6a), there is some indication that children may occasionally be watching the televised Picturepages lessons without working with the Picturepages booklets.

6c. How many days during the typical week did your children work with Picturepage booklets at times other than during the TV show? Over 92 percent of the participating children work with the Picturepages booklets at times other than during the showing of the Picturepages lessons. Some 15 percent of the children work with the Picturepages booklets every day of the typical week at times other than when the Picturepages segment of the Happy and Froggie Show is being televised.

6d. How many days during the typical week did your children take part in parent-child follow-up activities? Over 90 percent of the respondents indicate that they took part in the follow-up activities suggested in the Picturepages booklet at least once during the typical week. Over 12 percent did so every day of the typical week. It should be noted that the data for Questions 6c and 6d correspond very closely, which suggests that 6c may be primarily a reflection of 6d.

Item Set 6 (e-f). *How many days suring the typical week did you or your* ***friends visit*** *a Picturepages Distribution Center (6e) Before Picturepages begin? (6f) After Picturepages began?*

Table V-12

Summary Table for Item Set 6 (e-f)

ITEMS	DAYS						TOTALS
	0	1	2	3	4	5	
6e. How many days during the typical week did you or your family visit a Picturepages Distribution Center before Picturepages began?	37.4	24.6	15.3	12.8	5.9	4.1	100.0
6f. How many days during the typical week did you or your family visit a Picturepages Distribution Center after Picturepages began?	36.8	27.6	18.3	11.0	8.1	8.2	100.0

6e: n = 969 6f: n = 963

6e/6f. How many days during the typical week did you or your family visit a Picturepages Distribution Center before Picturepages began? How many days during the typical week did you or your family visit a Picturepages Distribution Center after Picturepages began? Items 6e and 6f should be examined together. Essentially, these items were designed to determine if, in the process of becoming involved in the Kentucky Picturepages Program, visits to the distribution center might increase on a weekly basis. While this question will be answered in more detail in the following section, it is important to note that there is an overall shift in the data. A careful examination of Table V-12 shows an increase in the number of weekly visits after Picturepages began.

Item Set 7. For what length of time at one sitting do your children typically work with Picturepage booklets?

Table V-13

Time Children Typically Work with the Picturepages Booklet

Time	%
5 Minutes or Less	9.7
6 to 10 Minutes	32.1
11 to 15 Minutes	34.4
16 to 20 Minutes	15.8
20 Minutes or More	8.0
	100.0

n = 1028

7. For what length of time at one sitting do your children typically work with Picturepage booklets? It is not surprising to find children spending about 10 minutes or less each time they worked with the Picturepages booklets; 41.8 percent of the respondents said their children did so. It is interesting to note, however, that almost 50 percent of the children apparently spent between 11 and 20 minutes at a time working with the booklets, and 8 percent spent 20 minutes or more doing so.

Item Set 8. *Considering only your participating children do you think (8a) they enjoyed working with the Picturepage booklets?, (8b) they enjoyed watching the Picturepages TV show?, (8c) they enjoyed taking part in the parent-child follow-up activities?*

Table V-14

Summary Table for Item Set 8 (8a, 8b, 8c): Affective Items/Children*

Parent Survey Items: Affective Items/ Children	Definitely Yes %	Probably Yes %	Uncertain %	Probably No %	Definitely No %	Total %
8a. Considering only your participating children do you think they enjoyed working with the Picturepages booklets? *	61.2	27.2	5.7	3.9	2.0	100.0
8b. Considering only your participating children do you think they enjoyed watching the Picturepages TV show? **	51.1	36.1	8.4	2.5	1.8	100.0
8c. Considering only your participating children do you think they enjoyed taking part in the parent-child follow-up activities? ***	37.1	39.7	18.2	3.6	1.4	100.0

*Does not include data from respondents whose response to Item 5a was "0."

**Does not include data from respondents whose response to Item 5b was "0."

***Does not include data from respondents whose response to Item 5c was "0".

8a: n = 998 8b: n = 937 8c: n = 954

8a. Considering only your participating children do you think they enjoyed working with the Picturepages booklets? Over 88 percent of the respondents indicated that they thought that their children either definitely or probably enjoyed working with the Picturepages booklets. Only 5.9 percent of the respondents thought that their children either definitely or probably didn't enjoy working with the Picturepages booklets. Some 5.7 percent were uncertain.

8b. Considering only your participating children do you think they enjoyed watching the Picturepages TV show? Slightly over 87 percent of the respondents answering this question indicated that they thought that their children, either definitely or probably, enjoyed watching the Picturepages segment of the Happy and Froggie Show. Only 4.3 percent of these respondents thought that their children didn't enjoy the televised Picturepages lessons. A total of 8.4 percent were uncertain.

8c. Considering only your participating children do you think they enjoyed taking part in the parent-child follow-up activities? Almost 77 percent of the respondents answering this question thought that their children, either definitely or probably, enjoyed taking part in the parent-child follow-up activities. Only 5.0 percent of these respondents thought that their children didn't enjoy taking part in the parent-child follow-up activities. A total of 18.2 percent were uncertain.

Item Set 8 (8d). Considering only your participating children do you think they learned from their involvement with the Picturepages system?

Table V-15

Summary Table for Item Set 8 (8d): Childrens Learning

Parent Survey Items: Childrens Learning	Definitely Yes %	Probably Yes %	Uncertain %	Probably No %	Definitely No %	Total %
8d. Considering only your participating children do you think they learned from their involvement with the Picturepages system?	38.1	39.2	15.7	4.4	2.7	100.0

n = 1008

8d. Considering only your participating children do you think they learned from their involvement with the Picturepages system? Slightly over 77 percent of the respondents indicated that they thought, either definitely or probably, their children learned from their involvement with the Kentucky Picturepages Program. Only 7.1 percent of the respondents thought that their children, either definitely or probably, did not learn from their involvement with the Picturepages system; 15.7 were uncertain as to whether or not their children learned from their involvement.

Item Set 8. Considering only your participating children do you think (8e) you teach your children more now than before Picturepages?, and (8f) it is easier to work with and teach them as a result of your experiences with Picturepages?

Table V-16

Summary Table for Item Set 8 (8e & 8f):
Parent-Child Interactions

Parent Survey Items Parent-Child Interactions	Definitely Yes %	Probably Yes %	Uncertain %	Probably No %	Definitely No %	Total %
8e. Considering only your participating children do you think you teach your children more now than before Picturepages?	25.6	38.2	21.5	11.3	3.5	100.0
8f. Considering only your participating children do you think it is easier to work with and teach them as a result of your experiences with Picturepages?	30.5	39.0	21.7	5.8	3.0	100.0

8e: n = 1009   8f: n = 1015

8e. Considering only your participating children do you think you teach your children more now than before Picturepages? Almost 64 percent of the respondents to the Parent Survey indicated that they thought that they were teaching their children more at the end of the Kentucky Picturepages Program than before the program began. Almost 15 percent of the respondents thought they were not teaching their children any more at the end of the program than they were at the beginning. A total of 21.5 percent were uncertain.

8f. Considering only your participating children do you think it is easier to work with and teach them as a result of your experiences with Picturepages? Almost 70 percent of the respondents indicated that they thought that it was easier to work with and teach their children as a result of experiences with the Kentucky Picturepages Program. Less than 9 percent of these respondents thought that it was not easier to work with and teach their children, while 21.7 percent were uncertain.

Item Set 8 (g-h). Considering only your participating children do you think (8g) you would want Picturepages to continue? (8h) you would spend $2.60 to purchase 26 weeks of Picturepages?

Table V-17

Summary Table for Item Set 8 (g-h): Parental Attitudes

Parent Survey Items: Parental Attitudes	Definitely Yes %	Probably Yes %	Uncertain %	Probably No %	Definitely No %	Total %
8g. Considering only your participating children do you think you would want Picturepages to continue?	46.9	33.9	12.4	3.7	3.2	100.0
8h. Considering only your participating children do you think you would spend $2.60 to purchase 26 weeks of Picturepages?	24.4	21.4	32.0	14.6	7.7	100.0

8g: n = 1012   8h: n = 1002

8g. Considering only your participating children do you think you would want Picturepages to continue? Almost 81 percent of the respondents indicated that they would want the Kentucky Picturepages Program to continue. Only 6.9 percent of the respondents indicated that they would not want Picturepages to continue, while 12.4 percent were uncertain.

8h. Considering only your participating children do you think you would spend $2.60 to purchase 26 weeks of Picturepages? Almost 46 percent of the respondents indicated that they would be willing to spend $2.60 to purchase 26 weeks of the Picturepages booklets. Slightly over 22 percent of the respondents indicated that they, either definitely or probably, would not be willing to spend money for Picturepages. A total of 32.0 percent were uncertain.

Item Set 9. Please answer Yes or No to each of the following (9a) are you aware of the activities of the Community Action Agencies in Kentucky? (9b) have you learned anything about Community Action Agencies through Picturepages?

Table V-18

Summary of Item Set 9 (a-b):
Awareness of Community Action Agencies

Parent Survey Items Awareness of Community Action Agencies	Yes	No	Totals
9a. Are you aware of the activities of the Community Action Agencies in Kentucky?	86.6	13.4	100.0
9b. Have you learned anything about Community Action Agencies through Picturepages?	75.9	24.1	100.0

9a: n = 1023   9b: n = 1024

9a. Are you aware of the activities of the Community Action Agencies in Kentucky? Nearly 87 percent of the respondents indicated that they were aware of the activities of Community Action Agencies in Kentucky. A little over 13 percent indicated that they were not aware of the activities of these agencies.

9b. Have you learned anything about Community Action Agencies through Picturepages? Almost 76 percent of the respondents indicated that they had learned something about these agencies through their association with the Kentucky Picturepages Program. Slightly over 24 percent of the respondents indicated that they had not learned anything about these agencies through their experience with the Picturepages system.

Item Set 9 (c-d). Please answer Yes or No to each of the following (9c) have you found the directions in the front of the Picturepage booklets easy to read and carry out? (9d) have you found the follow-up activities on the back of the Picturepage booklets easy to read and carry out?

Table V-19

Summary of Item Set 9 (c-d):
Ease of Picturepages Instructions

Parent Survey Items Ease of Picturepages Instructions	Yes	No	Totals
9c. Have you found the directions in the front of the Picturepage booklets easy to read and carry out?*	87.2	12.8	100.0
9d. Have you found the follow-up activities on the back of the Picturepage booklets easy to read and carry out?*	81.6	18.4	100.0

*Does not include data from respondents whose response to Item 5a was "0."

9c: n = 1024 9d: n = 1020

9c. Have you found the directions in the front of the Picturepage booklets easy to read and carry out? Slightly over 87 percent of the respondents to this item indicate that they found the directions in the front of the Picturepages booklets easy to read and carry out, while 12.8 percent felt that this was not the case.

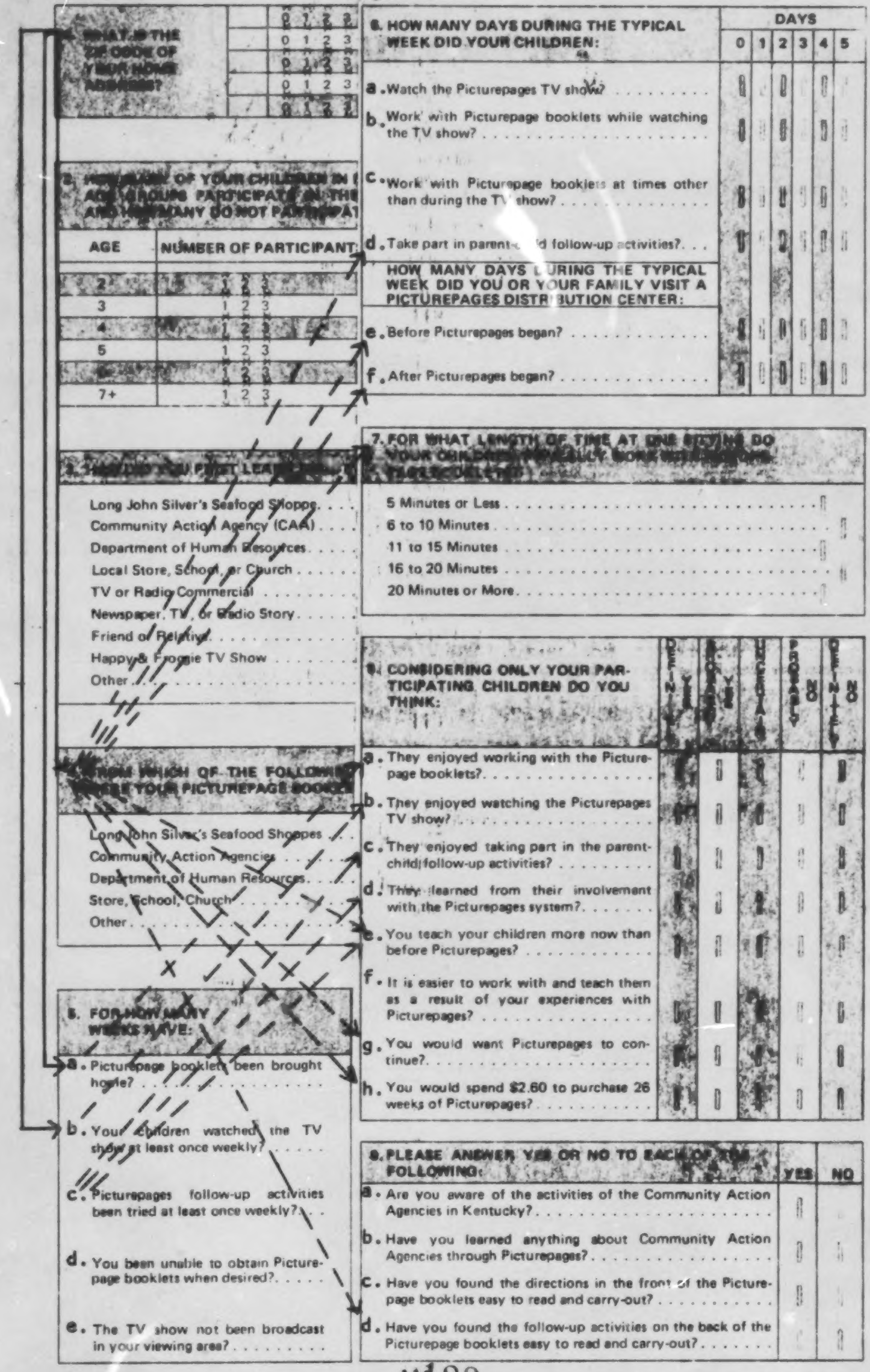
9d. Have you found the follow-up activities on the back of the Picturepage booklets easy to read and carry out? Nearly 82 percent of the respondents to this item indicated that they found the instructions for the follow-up activities on the back of the Picturepages booklets to be easy to read and carry out, while 18.4 percent thought that this was not the case.

INTER-ITEM RESULTS

This section deals, first with cross-tabulations between demographic implementation-type variables, secondly, between demographic and outcome-type variables, thirdly, between implementation-type variables, and, fourthly, between implementation and outcome type variables. The reproduction of the Parent Survey questionnaire on the following page shows the item interrelationships (or cross-tabulations) which are of concern in this section (see Figure V-1).

The first set of cross-tabulations dealing with demographic and implementation variables examines the associations between the respondent's residence and (1) the source of Picturepages booklets, (2) the number of weeks Picturepages were brought into the respondent's home, and

Figure V-1



1. WHAT IS THE ZIP CODE OF YOUR HOME ADDRESS?

	0 1 2 3
	0 1 2 3
	0 1 2 3
	0 1 2 3
	0 1 2 3

2. HOW MANY OF YOUR CHILDREN IN AGE GROUPS PARTICIPATE IN THE AND HOW MANY DO NOT PARTICIPAT

AGE	NUMBER OF PARTICIPANT
2	1 2 3
3	1 2 3
4	1 2 3
5	1 2 3
6	1 2 3
7+	1 2 3

3. HOW DID YOU FIRST LEAR

- Long John Silver's Seafood Shoppe. . . .
- Community Action Agency (CAA) . . . .
- Department of Human Resources . . . .
- Local Store, School, or Church . . . . .
- TV or Radio Commercial . . . . .
- Newspaper, TV, or Radio Story . . . . .
- Friend or Relative. . . . . .
- Happy & Froggie TV Show . . . . .
- Other . . . .

4. FROM WHICH OF THE FOLLOWING WERE YOUR PICTUREPAGE BOOK

- Long John Silver's Seafood Shoppes . . .
- Community Action Agencies . . . . .
- Department of Human Resources. . . .
- Store, School, Church . . . .
- Other . . . .

5. FOR HOW MANY WEEKS HAVE:

a. Picturepage booklets been brought home? . . . .

b. Your children watched the TV show at least once weekly? . . . . .

c. Picturepages follow-up activities been tried at least once weekly? . . .

d. You been unable to obtain Picturepage booklets when desired?. . . . .

e. The TV show not been broadcast in your viewing area? . . . .

6. HOW MANY DAYS DURING THE TYPICAL WEEK DID YOUR CHILDREN:	DAYS 0	1	2	3	4	5
a. Watch the Picturepages TV show?						
b. Work with Picturepage booklets while watching the TV show?						
c. Work with Picturepage booklets at times other than during the TV show?						
d. Take part in parent-child follow-up activities?. . .						
HOW MANY DAYS DURING THE TYPICAL WEEK DID YOU OR YOUR FAMILY VISIT A PICTUREPAGES DISTRIBUTION CENTER:						
e. Before Picturepages began?						
f. After Picturepages began?						

7. FOR WHAT LENGTH OF TIME AT ONE SITTING DO YOUR CHILDREN USUALLY WORK WITH PICTUREPAGE BOOKLETS?

- 5 Minutes or Less . . . .
- 6 to 10 Minutes . . . .
- 11 to 15 Minutes . . . .
- 16 to 20 Minutes . . . .
- 20 Minutes or More. . . . .

8. CONSIDERING ONLY YOUR PARTICIPATING CHILDREN DO YOU THINK:	DEFINITELY YES	PROBABLY YES	UNCERTAIN	PROBABLY NO	DEFINITELY NO
a. They enjoyed working with the Picturepage booklets?.					
b. They enjoyed watching the Picturepages TV show?					
c. They enjoyed taking part in the parent-child follow-up activities?					
d. They learned from their involvement with the Picturepages system?.					
e. You teach your children more now than before Picturepages?					
f. It is easier to work with and teach them as a result of your experiences with Picturepages?					
g. You would want Picturepages to continue?.					
h. You would spend $2.60 to purchase 26 weeks of Picturepages?					

9. PLEASE ANSWER YES OR NO TO EACH OF THE FOLLOWING:	YES	NO
a. Are you aware of the activities of the Community Action Agencies in Kentucky?.		
b. Have you learned anything about Community Action Agencies through Picturepages?		
c. Have you found the directions in the front of the Picturepage booklets easy to read and carry-out?		
d. Have you found the follow-up activities on the back of the Picturepage booklets easy to read and carry-out?		

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(3) the number of weeks the respondent's children watched the Picturepages segment of the Happy and Froggie TV show. Residence, in these instances, was used as an indicator of whether or not the respondent's children had an opportunity to watch the full twenty weeks of the program or only the first ten weeks.

The second set of cross-tabulations dealing with demographic and implementation variables examines the relationships between "assumed" socio-economic status (SES) and (1) the number of days children took part in parent-child follow-up activities, (2) the length of time children typically work with Picturepages booklets in one sitting, (3) parental perception of whether or not they teach their children more now than before Picturepages began, (4) parental interest in having the Picturepages Program continue, (5) parental willingness to spend $2.60 to purchase 26 weeks of Picturepages, and (6) the respondent's perceptions regarding the ease of reading and carrying-out the follow-up activities located on the back of the Picturepages booklets. These cross-tabulations are included primarily for their value in prompting hypotheses for testing in future studies. The reader is cautioned when it comes to the interpretation of the results of these six cross-tabulations since SES data were not obtained in the usual manner but, rather, assumed on the basis of the source of Picturepages for the respondent. Such a procedure is, of course, open to question. It should be noted, therefore, that RBS has made the following specific assumptions for the analyses reported below:

(1) respondents who obtained their booklets from Long John Silver's Seafood Shoppes probably are more representative of middle SES members, (2) those who obtained their Picturepages from a Community Action Agency are more likely to be more representative of low SES groups, and (3) respondents who obtained their booklets from stores, schools, or churches probably represent a low-to-middle SES group from more rural areas. This latter assumption is probably the weakest of them all, but best fitted some initial data examined.

The set of cross-tabulations dealing with implementation-type variables only is concerned with relationships between types of Picturepages Distribution Center and (1) changes in the number of days respondents visited such centers on a weekly basis, and (2) the number of weeks respondents were unable to obtain Picturepages booklets when desired.

The first set of cross-tabulations dealing with implementation and outcome-type variables deals with the relationship between the number of weeks respondents brought the Picturepages booklets into their homes and their own perceptions of their childrens' attitude toward working with the booklets.

The second set of cross-tabulations dealing with implementation and outcome-type variables is concerned with the association between the number of weeks the children of the respondents watching the Picturepages segment of the Happy and Froggie TV show and their own perceptions of their children's attitude toward the TV show.

The final set of cross-tabulations dealing with implementation and outcome-type variables deals with the relationship between the number of weeks respondents engaged in follow-up parent-child activities and their perceptions of (1) their children's attitude toward taking part in such activities, (2) whether or not their children learned from their involvement with the Picturepages Program, (3) whether or not they teach their children more now than before Picturepages began, and (4) whether or not they find it easier to work with and teach their children as a result of their own experiences with the Picturepages Program.

The tables that follow present data relating to each of the above.

Table V-20

Association Between Residence and Source of Picturepages Booklets (Item 1 x Item 4)

POSTAL REGIONS	DISTRIBUTION CENTER		
	Long John Silver's	Community Action Agency	Stores Schools, Churches
Louisville	74.2	60.5	77.2
Lexington	12.1	0.2	2.5
Hazard	9.1	25.0	0.0
20-Week SUB-TOTALS	95.4	85.7	79.7
Owensboro	1.5	2.5	8.9
Evansville	0.0	2.0	1.3
Elizabethtown	1.5	5.4	10.1
10-Week SUB-TOTALS	3.0	9.9	20.3

As can be seen from the above Table, most of the respondents to the survey reside in those postal regions that received all 20 weeks of the TV show. That is, over 95 percent of all respondents obtaining their Picturepages booklets from Long John Silver's Seafood Shoppes lived in the 20-week program regions. Close to 86 percent of respondents obtaining their Picturepages booklets from Community Action Agencies and 79.7 percent getting their booklets from stores, schools, or churches resided in this same set of regions. Slightly over 20 percent of the respondents who obtained their Picturepages from stores, schools, or churches lived in other regions that only received 10 weeks of the program.

Table V-21

The Association Between the Number of Weeks Picturepages Booklets were Brought Into the Home and Residence (Item 1 x Item 5a)

POSTAL REGIONS	WEEKS OF PICTUREPAGES				TOTALS	n
	0	1-4	5-12	13-20		
Louisville	3.1	16.6	52.6	27.7	100.0	637
Lexington	0.0	45.5	18.2	36.4	100.0	11
Hazard	0.0	6.3	21.7	71.9	100.0	221
ALL TWENTY-WEEK REGIONS	2.3	14.4	44.3	39.0	100.0	869
Owensboro	0.0	15.6	78.1	6.3	100.0	32
Evansville	0.0	11.1	66.6	22.2	100.0	18
Elizabethtown	0.0	1.8	86.0	12.3	100.0	57
ALL TEN-WEEK REGIONS	0.0	7.5	80.4	9.0	100.0	107

It is apparent from Table V-21 that the number of weeks that Picturepages booklets were brought into the home not only varied as a function of the number of weeks that the Picturepages segment of the Happy and Froggie Show was broadcast in a particular area, but also as a function of the different regions themselves. In postal regions where the TV show ended after 10 weeks, almost 88 percent of the respondents only brought the Picturepages booklets into their homes from 1 to 12 weeks. In 20-week program regions the analogous figure is 58.7 percent. In this set of regions, 39 percent of the respondents brought the booklets home from 13 to 20 weeks. In the 10-week program region only 9 percent of the respondents brought home the Picturepages booklets from 13 to 20 weeks. While the differences between the 10-week and 20-week program regions are to be expected, there are also differences across regions within each set which are most probably a result of differences in the number of returns from each region as well as in the source of the returns.

Table V-22

The Association Between the Number of Weeks
Children Watched the Picturepages
TV Show and Residence (Item 1 x Item 5a)

POSTAL REGIONS	WEEKS OF PICTUREPAGES				TOTALS	n
	0	1-4	5-12	13-20		
Louisville	0.8	20.3	57.2	21.7	100.0	644
Lexington	18.2	9.1	18.2	54.6	100.0	11
Hazard	3.8	16.8	28.8	50.4	100.0	208
ALL TWENTY-WEEK REGIONS	1.7	19.4	49.8	29.1	100.0	863
Owensboro	90.0	3.3	3.3	3.3	100.0	30
Evansville	94.4	0.0	5.6	0.0	100.0	18
Elizabethtown	0.0	14.3	73.2	12.5	100.0	56
ALL TEN-WEEK REGIONS	42.3	8.7	41.3	7.7	100.0	104

The number of weeks that children of the respondents to the Parent Survey watched the televised Picturepages segment of the Happy and Froggie Show varied from region to region and also tended to differentiate between postal regions receiving the TV show for a 20-week program period and those receiving the show for only a 10-week period (see Table V-22). In postal regions having the 10-week TV show 42.3 percent of the children did not watch the show at all, 50 percent watched for a period of from 1 to 12 weeks, and 7.7 percent of the children, it is claimed, watched from 13 to 20 weeks. In postal regions receiving 20 weeks of the Picturepages program, only 1.7 percent of the children didn't watch at all, 69.2 percent watched for a period of from 1 to 12 weeks, and 29.1 percent watched from 13 to 20 weeks. The reader should note the variation in the number of weeks children watched the TV show even within the 10 or 20 week program region. Once again, this may be a function of the region itself, the number of returns from that region or the type of agency through which the returns were forwarded.

Table V-23

The Association Between the Socio-Economic Status of the Respondent and Number of Days Children Take Part in Parent-Child Activities (Item 4 x Item 6d)

Distribution Center	Number of Days Children Took Part in Parent-Child Activities						Totals	
	0	1	2	3	4	5		
Long John Silver's	27.6	17.2	17.2	13.8	1.7	22.4	100.0	n = 58
Community Action Agency	7.2	15.8	22.5	29.4	13.8	11.3	100.0	n = 831
Stores, Schools, Churches	8.5	11.3	8.5	26.8	28.2	16.9	100.0	n = 71

n = 960

Table V-23 is largely self-explanatory. If, however, we may interpret this table further, beyond the data themselves, it may be suggested that the source from which respondents normally obtain their Picturepages booklets may serve as a very rough measure of socio-economic status (SES). Thus, it is proposed that respondents securing their Picturepages from Long John Silver's Seafood Shoppes may well represent the middle SES, those from stores, schools, and churches, rural low to middle SES, and those from the Community Action Agencies low SES. The distribution for the CAA group is about what one would expect for data such as this. The data for the Long John Silver's group (i.e., the middle SES) is somewhat unexpected. This group has the greatest proportion of both individuals who do not engage in parent-child interactions and those individuals who do engage in such activities for a full 5 days a week. If days 3, 4, and 5 are grouped together it happens that the assumed rural low-to-middle SES group, on the whole, spends more days in parent-child activities and the middle SES apparently the least.

Table V-24

Length of Time Children Typically Work With Picturepages at One Sitting Relative to the Assumed Socio-Economic Status of Their Family (Item 4 x Item 7)

Source of Picture-pages	Length of Time Children Typically Work with Picturepages					Totals	
	5 Minutes or Less	6-10 Minutes	11-15 Minutes	16-20 Minutes	20 Minutes or More		
Long John Silver's	21.9	32.8	23.4	3.1	18.8	100.0	n = 64
Community Action Agency	9.0	31.6	34.1	17.6	7.7	100.0	n = 857
Stores, Schools, Churches	6.4	38.5	42.3	7.7	5.1	100.0	n = 78

n = 999

Results presented in the above Table are also quite straightforward. In interpreting Table V-24, again making certain SES assumptions, it may be posited that respondents who obtained their Picturepages from Long John Silver's Seafood Shoppes should be assumed to be from the middle SES group. Those respondents who secured their booklets from the CAAs should be assumed to be from the low SES group and those who utilized stores, schools, and churches to be from the rural low-to-middle SES group. Almost 55 percent of the assumed middle class respondents report that their children spent ten minutes or less on Picturepages. The same data for the low SES group and low-to-middle SES group is 40.6 percent and 44.9 percent, respectively. As in Table V-23, we also find that a larger proportion of children from the middle SES group tend to spend the largest amounts of time with Picturepages.

Table V-25

The Association Between Assumed Socio-Economic Status
and the Respondents Perception of Whether or Not
They Teach Their Children More Now Than Before
Picturepages Began (Item 4 x Item 8e)

Source of Picturepages	PERCEIVED OUTCOMES			Totals	
	MORE	UNCERTAIN	NOT MORE		
Long John Silver's	55.5	22.2	22.2	100.0	n = 63
Community Action Agency	64.8	20.6	14.7	100.0	n = 840
Stores, Schools, Churches	63.6	28.6	7.8	100.0	n = 77

n = 980

Results presented in Table V-25 are again fairly straightforward and self-explanatory. The reader may interpret them from any of several different perspectives. If the SES analogy applied to previous Tables is again employed here, then it would appear that larger proportions of respondents in the lower SES groupings, relative to the middle SES grouping, tended to believe that they taught their children more now than before Picturepages began. The fact that a larger proportion of respondents assumed to be from the middle SES (22.2 percent) in comparison to the other SES groupings, believe that they do not teach their children any more now may well correspond to what one would expect from characteristics of the middle SES group as depicted in prior cross-sectional studies of family styles across different socio-economic groupings.

Table V-26

The Association Between Assumed Socio-Economic Status and Parental Interest in Having Picturepages Continue (Item 4 x Item 8g)

Source of Picturepages	Parental Attitudes			Totals	
	Yes	Uncertain	No		
Long John Silver's	93.7	4.8	1.6	100.0	n = 63
Community Action Agency	78.9	13.5	7.5	100.0	n = 845
Stores, Schools, Churches	88.3	7.8	3.9	100.0	n = 77

n = 985

Table V-26 again shows an overwhelming response in support of continuing the Picturepages program. In further pursuing the earlier "SES" to "Source of Picturepage" analogy, half the assumptions are correct, the data appear to show a close relationship between SES and parental interest in having the Picturepages program continue. The higher the SES the larger the proportion of parents who want the Picturepages program to continue. Despite this apparent relationship large proportions of all SES groups want the Picturepages to continue. Only a total of 3.0 percent are not interested in a continuance of the program.

Table V-27

The Association Between Assumed Socio-Economic Status and Parental Willingness to Spend Money for Picturepages (Item 4 x Item 8h)

Source of Picturepages	Parental Attitudes			Totals	n
	Yes	Uncertain	No		
Long John Silver's	64.0	6.3	29.7	100.0	64
Community Action Agency	46.5	33.2	20.4	100.0	835
Stores, Schools, Churches	18.4	47.4	34.2	100.0	76

n = 975

Table V-27 shows that those who secured their Picturepages booklets from Long John Silver's Seafood Shoppes were more willint to continue the program on a purchased basis. With SES assumed from "Source of

Picturepages" data once again, it appears that it is the group that could most afford to spend the money that would be willing to purchase 26 weeks of Picturepages for $2.60. Over 46 percent of the probable low SES group reported that they would be willing to purchase the Picturepages booklets. However, for some unknown reason, it is the assumed low-to-middle SES group who tended not to want to say "yes" to this item. The relatively high proportion of these respondents who are "uncertain" might suggest a degree of suspicion on their part. Perhaps they represent the group that has received the least amount of information regarding Picturepages and/or the group with the largest proportion not receiving the 20 weeks of TV broadcasts.

A problem in interpretation of Table V-27 should also be noted. Confounding the response to item 8h may have been the degree of convenience or inconvenience with which the parents were able to secure the booklets. Since future method of delivery was not made clear in the item itself, those parents who contended with considerably inconvenience (e.g., relatively great distance) in reaching a distribution center to obtain free copies of the Picturepages booklets may have taken a less than favorable attitude toward the thought of paying any amount in the future to suffer the same inconvenience.

Table V-28

The Association Between Assumed Socio-Economic Status and Respondents Perception of the Ease of Reading and and Carrying-out the Follow-up Activities on the Back of the Picturepages Booklet (Item 4 x Item 9d)

Source of Picturepages	Yes	No	Totals	n
Long John Silver's	90.0	10.0	100.0	60
Community Action Agency	79.3	20.7	100.0	856
Stores, Schools, Churches	97.4	2.6	100.0	77

n = 993

Table V-28 shows that the overwhelming majority of respondents in all groups had little trouble in understanding and carrying out the follow-up activities. If the previous assumption that there is a rough relationship between SES and the source of the respondents' Picturepages booklets, is again presumed, the data in part appears to support one's expectations relative to SES and reading ease of instructions. In this instance, the respondents in the lower SES group were to a slight degree more likely to indicate that they did not find the follow-up activity instructions to be easy to read and carry-out.

Table V-29

Changes in the Number of Weekly Visits
to Various Types of Picturepages
Distribution Centers (Item 4 x Items 6e & 6f)

Distribution Center	Number of Weekly Visits				n
	% Decrease	% No Change	% Increase	% Net Change	
Long John Silver's	-1.4	60.0	+38.6	+37.2	63
Community Action Agency	-7.5	48.2	+44.3	+36.8	830
Stores, Schools, Churches	-4.7	68.6	+26.7	+22.0	79

n = 972

Data from the three types of distribution centers listed above in Table V-29 show that, overall, the number of weekly visits to these centers by parents of children involved in the Kentucky Picturepages Program increased as a direct result of participation in the program. The number of weekly visits to Long John Silver's Seafood Shoppes and Community Action Agencies increased overall by 37.2 and 36.8 percent, respectively; those to local stores, schools, and churches increased by 22 percent.

Table V-30

The Number of Weeks Respondents Were Unable to Obtain Picturepages When Desired in Respect to the Source of the Booklets (Item 4 x Item 5d)

Source of Picturepages	WEEKS RESPONDENTS COULD NOT OBTAIN PICTUREPAGES (%)						Totals	n
	0	1-4	5-8	9-12	13-16	17-20		
Long John Silver's	43.3	35.0	11.7	5.0	1.7	3.3	100.0	60
Community Action Agency	50.1	11.7	13.8	13.6	5.5	5.4	100.0	797
Stores, Schools, Churches	68.1	20.8	2.8	8.3	0.0	0.0	100.0	72

n = 929

From Table V-30, it would appear that respondents who used secondary distribution centers as their source of Picturepages had somewhat less difficulty getting them when they wanted than if they used primary sources. It was the Long John Silver's Seafood Shoppes that appeared to disappoint the largest proportion of individuals in search of the Picturepages booklets. It is not determinable if this latter result was due to the fact that during the second ten-weeks of Picturepages almost half the Long John Silver's Seafood Shoppes dropped out of the program or if the demand for the booklets was in excess of supply at the Long John Silver's distribution sites.

Table V-31

The Association Between the Number of Weeks Respondents Brought the Picturepages Booklets Into Their Homes and Their Own Perceptions of Their Children's Attitudes Toward Working with the Picturepages Booklets (Item 5a x Item 8a)

WEEKS	PERCEIVED ATTITUDES			TOTALS	n
	POSITIVE	UNCERTAIN	NEGATIVE		
0	63.2	15.8	21.1	100.0	19
1-4	89.2	3.8	6.9	100.0	130
5-8	89.6	5.4	5.0	100.0	240
9-12	90.6	5.3	4.1	100.0	245
13-16	79.7	7.8	12.5	100.0	128
17-20	89.6	5.4	5.0	100.0	240

n = 1002

Table V-31 shows a moderately low non-significant positive relationship (rho = .47, p < .10) between the number of weeks respondents to the Parent Survey brought the Picturepages booklets into their homes and their perceptions of the attitudes of their children relative to working with the Picturepages. Regardless of the number of weeks the booklets were brought home, most parents perceived their children as having enjoyed working with the Picturepages. Excluding the situation wherein Picturepages were not brought into the home (i.e., 0 weeks), the number of children perceived as having positive attitudes towards the booklets ranged from a low of 79.7 percent to a high of 90.6 percent. On the average 88.5 percent of all children into whose homes Picturepages booklets were brought were perceived as having enjoyed working with the booklets while only 6.0 percent were perceived as not having done so.

Table V-32

The Association Between the Number of Weeks the
Children of Respondents Watched the TV Show and the
Respondents Perceptions of their Children's
Attitude Toward the TV Show (Item 5b x Item 8b)

WEEKS	PERCEIVED ATTITUDES POSITIVE	 UNCERTAIN	 NEGATIVE	TOTALS	n
0	50.0	50.0	0.0	100.0	2
1-4	80.8	12.7	6.6	100.0	166
5-8	90.3	5.6	4.1	100.0	270
9-12	89.4	7.7	2.9	100.0	207
13-16	82.3	13.2	4.4	100.0	159
17-20	94.5	1.8	3.6	100.0	109

n = 913

Table V-32 depicts a moderately high significant positive relationship (rho = .77, p < .01) between the number of weeks children of the respondents watched the Picturepages segment of the Happy and Froggie Show and the respondent's perceptions of the attitudes of their children relative to watching the TV segment. In general, the more weeks the children watched the TV show the greater was the proportion of respondents who perceived their children as enjoying the show. On the average, 87.5 percent of all children watching the TV show were perceived by their parents as having positive attitudes toward the show, while only 4.3 percent were perceived as having negative attitudes.

Table V-33

The Association Between the Number of Weeks Respondents Engaged in Follow-up Parent-Child Activities and the Respondent's Perception of Their Children's Attitude Toward Taking Part in Such Activities (Item 5c x Item 8c)

WEEKS	PERCEIVED ATTITUDES			TOTALS	n
	POSITIVE	UNCERTAIN	NEGATIVE		
0	37.2	39.5	23.3	100.0	43
1-4	67.6	27.8	4.6	100.0	194
5-8	77.9	17.3	4.8	100.0	248
9-12	80.6	14.4	4.9	100.0	264
13-16	73.4	19.5	7.1	100.0	113
17-20	84.8	11.4	3.9	100.0	105

n = 967

Table V-33 reveals a highly significant positive relationship (rho = .83, $p < .05$) between the number of weeks parents and their children engage in follow-up activities and the respondents' perceptions of the attitudes of their children relative to taking part in the Picturepages follow-up activities. In general, the more weeks parents and their children engaged in the Picturepages follow-up activities the larger was the proportion of respondents who perceived their children as enjoying the activities. On the average, 76.7 percent of all children taking part in the Picturepages follow-up activities were perceived by their parents as having enjoyed these activities. Only 5.0 percent of such children were perceived as not enjoying the follow-up activities.

Table V-34

The Association Between the Number of Weeks Respondents Engaged in Follow-Up Parent-Child Activities and the Respondents Perception of Whether or Not Their Children Learned From Their Involvement with the Picturepages Program (Item 5c x Item 8d)

WEEKS	PERCEIVED OUTCOMES			TOTALS	n
	LEARNED	UNCERTAIN	NOT LEARNED		
0	58.7	21.7	19.5	100.0	46
1-4	78.4	16.5	5.1	100.0	194
5-8	72.5	20.2	7.2	100.0	248
9-12	78.3	14.0	7.8	100.0	271
13-16	82.1	11.6	6.3	100.0	112
17-20	85.9	10.3	3.7	100.0	107

n = 932

Table V-34 indicates a highly significant positive relationship (rho = .83, $p < .05$) between the number of weeks parents and their children engaged in follow-up activities and the respondent's perceptions of whether or not their children learned from their involvement with Picturepages. In general, the more weeks parents and their children engaged in the Picturepages follow-up activities the greater the proportion of respondents who felt that their children learned from their involvement with Picturepages. On the average, 78.1 percent of all parents taking part in Picturepages follow-up activities felt that their children learned from their involvement with the Program, while only 6.4 percent of these parents did not think their children learned from Picturepages.

Table V-35

The Association Between the Number of Weeks Respondents Engaged in Follow-Up Parent-Child Activities and the Respondents Perception of Whether or Not They Teach Their Children More Now Than Before Picturepages Began (Item 5c x Item 8e)

WEEKS	PERCEIVED OUTCOMES			TOTALS	n
	MORE	UNCERTAIN	NOT MORE		
0	47.8	13.6	38.6	100.0	44
1-4	63.8	24.4	11.9	100.0	193
5-8	64.5	22.3	13.2	100.0	251
9-12	65.1	21.9	13.0	100.0	270
13-16	58.0	17.0	25.0	100.0	112
17-20	67.0	24.5	8.5	100.0	106

n = 932

Results presented in Table V-35 indicate a moderately high non-significant positive relationship (rho = .66, p > .10) between the number of weeks parents and their children engaged in follow-up activities and the respondents' perceptions of whether or not they teach their children more now than before Picturepages began. In general, the more weeks parents and their children engaged in the Picturepages follow-up activities the larger was the proportion of respondents who felt that they teach their children more now than before participation in Picturepages. On the average, 64.1 percent of all parents taking part in Picturepages follow-up activities felt that they teach their children more now than before, while 13.7 percent did not feel that there was a difference.

Table V-36

The Association Between the Number of Weeks Respondents Engaged in Follow-Up Parent-Child Activities and the Respondents Perception of Whether or Not it was Easier to Work With and Teach Their Children as a Result of the Respondents Experiences with the Kentucky Picturepages Program (Item 5c x Item 8f)

WEEKS	PERCEIVED ATTITUDES			TOTALS	n
	POSITIVE	UNCERTAIN	NEGATIVE		
0	52.2	19.6	28.2	100.0	46
1-4	65.2	27.3	7.6	100.0	198
5-8	67.5	23.0	9.5	100.0	252
9-12	72.1	20.8	7.0	100.0	269
13-16	73.5	15.9	10.6	100.0	113
17-20	76.7	17.8	5.6	100.0	107

n = 939

The results shown in Table V-36 show a perfect positive relationship ($r = 1.00$, $p < .001$) between the number of weeks parents and their children engaged in follow-up activities and the respondents' perceptions of whether or not it was easier to work with and teach their children as a result of the experiences with Picturepages. The more weeks that parents and their children engaged in the Picturepages follow-up activities the larger was the proportion of respondents who felt that it was easier to work with and teach their children. On the average, 70.1 percent of all parents taking part in Picturepages follow-up activities felt it was easier to work with and teach their children, while 8.1 percent of the parents did not think that this was the case.

CENTER-BASED STUDY RESULTS

The analysis plan for the evaluation of the Kentucky Picturepages Program is dictated largely by the implementation and the hypotheses of interest. Foremost among the hypotheses is the posited effectiveness of the program in enhancing school readiness as measured by certain variables. These outcome variables, the ones included in the design, are as follows:

Main Test Scores:

- PPVT Raw Score
- PPVT IQ
- PPVT Normal Curve Equivalent
- PI Raw Score
- RCI Raw Score
- CPI Raw Score
- CPI Normal Curve Equivalent
- SNI Raw Score
- WRT Raw Score
- WRT Normal Curve Equivalent

Subtest Scores:

- RCI "Two Scores"
- CPI Personal Social Responsibility
- CPI Associative Vocabulary
- CPI Concept Activation Numerical
- CPI Concept Activation Sensory

- CPI Parts of the Body
- CPI Color Names
- CPI Drawing
- WRT Similarities
- WRT Difference A
- WRT Difference B
- WRT Difference C
- WRT Difference Total
- WRT Numerical Analogies
- WRT Missing Parts

The test instruments used to measure these variables were administered before commencement of the program, during the pretesting phase, to establish initial levels of abilities. Twenty-two weeks after the program had started, posttesting was conducted. As described in previous sections, there were seven treatment sites in the evaluation design; students were assigned at random to the experimental and control groups. In addition to the variables listed above, the age and sex of each child was recorded. The primary hypothesis of interest is whether the program children gained more in ability and readiness, as measured by the outcome variables, than did the control children. Age and sex were considered helpful as blocking factors in the design of the study. In order to test the hypotheses under investigation several analyses were planned and conducted; these analyses, as well as the reasons for their use, are discussed below.

ATTENDANCE ANALYSIS

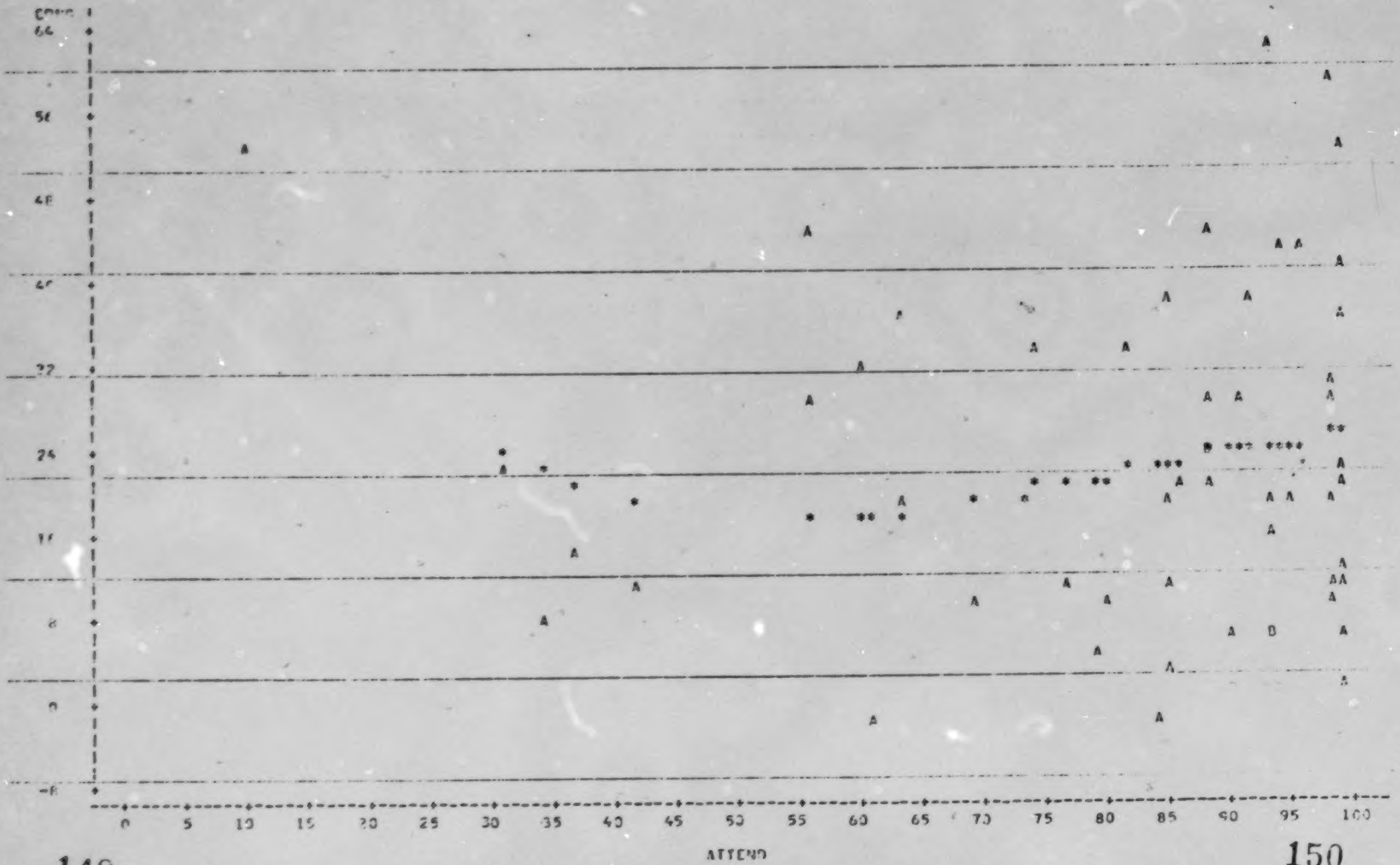
As with any educational program, it is imperative that participants attend the program activities in order for program objectives to be accomplished and favorable outcomes to be achieved. It is not meaningful to evaluate program effectiveness based on participant outcomes if there has, in fact been no participation in program activities. Since different programs have quite different thresholds of success in relation to participant attendance, it is important in the absence of any previous information that any abrupt and clear demonstration of thresholds, should one exist, be located and taken into account.

Thus, before conducting the statistical hypotheses tests on the variables it was decided to examine the relationship between the number of days in attendance at the program and the resultant gains in achievement as evidenced by the variable measured. It was thought that if days in attendance and gain had a positive relationship, then it might be useful to discard scores from those students whose attendance was below a certain minimal level. To examine this proposition a plot of attendance versus gain (pre-post) was conducted for each variable. Also the best-fitting quadratic and cubic equation was superimposed on the data for each variable. For the majority of variables the data showed a very small positive relationship - not enough to be statically significant. As a representative plot, the graph of attendance versus the composite gain-scores is presented below. The composite score is the sum of the standarized main-test scores. In standardizing the scores one subtracts the overall mean and divides by the standard deviation. This process serves to give the varying tests a common scale and unit of origin, thus making addition between differing tests meaningful. The composite score, therefore, accounts for the effects of all the tests in a meaningful way. Figure V-2, shown below, represents the plot for composite gain scores vs. attendance.

Figure V-2

```
S T A T I S T I C A L   A N A L Y S I S   S Y S T E M     13:49 FRIDAY, JANUARY 13, 1978   15

PLOT OF COMG*ATTEND       LEGEND: A = 1 OBS, B = 2 OBS, ETC.
PLOT OF PCOMG2*ATTEND     SYMBOL USED IS *
```



```
NOTE:      2 OBS HAD MISSING VALUES      28 OBS HIDDEN
```

Evidence for an attendance cutoff would be given by a plot showing certain specified features. These features would necessarily include a region in the lower end of the attendance range where the gain scores are low and show either a small positive relationship with attendance or a plateau effect. In the upper attendance range the gain scores would show a stronger positive relationship or a similar plateau effect at a higher level of gain. In either case there would be a clear "breakpoint" presented by the data which could be used as a cutoff value.

Examination of the plots of the gain scores versus attendance from the data revealed no such point of demarcation. The majority of graphs are almost perfectly horizontal over the entire range of attendance scores. Since there was no evidence of a clear trend of gains with attendance, it was decided that the attendance variable would not be used in constructing a cutoff point for inclusion of pupils in the analysis. Thus all of the observations were used.

OUTCOME ANALYSIS

The statistical design for analyzing program outcome variables consisted of a primary analysis as well as several secondary analyses. First we discuss findings of the primary analysis and then consider the secondary results.

In the primary statistical analysis, it was decided that a four-way repeated-measure design is appropriate for analyzing the results. Age, sex, treatment - condition, and replications (pre-post) are the four classification factors; replications is the repeated measures factor. The mathematical model for explaining the data is given in Table V-37 and the design plan is listed in Table V-38.

Table V-37

$$X_{ijklm} = \mu + \alpha i + \beta j + \gamma k + \Pi\ell(ijk) + \delta m + \alpha\beta ij + \alpha\gamma ik + \beta\gamma jk + \alpha\beta\gamma ijk + \alpha\delta im + \beta\delta jm + \gamma\delta Rm + \alpha\beta\delta ijm + \alpha\gamma\delta ikm + \beta\gamma\delta jkm + \alpha\beta\gamma\delta ijkm + \delta\Pi\ell m(ijk) + \xi m(ijk\ell)$$

μ	Overall Mean
αi	Age
βj	Treatment
γk	Sex
$\alpha\beta ij$	Age x Treatment
$\alpha\gamma ik$	Age x Sex
$\beta\gamma jk$	Treatment x Sex
$\alpha\beta\gamma ijk$	Age x Treatment x Sex
$\Pi\ell(ijk)$	Error (1)
δm	Replication
$\alpha\delta im$	Age x Replication
$\beta\delta jm$	Treatment x Replication
$\gamma\delta km$	Sex x Replication
$\alpha\beta\delta ijm$	Age x Treatment x Replication
$\alpha\gamma\delta ikm$	Age x Sex x Replication
$\beta\gamma\delta jkm$	Treatment x Sex x Replication
$\alpha\beta\gamma\delta ijkm$	Age x Treatment x Sex x Replication
$\delta\Pi\ell m(ijk)$	Error (2)

$i = 1,2,3$ (Age 1, Age 2, Age3)
$j = 1,2$ (Experimental, Control)
$k = 1,2$ (Male, Female)
$l = 1,2....,L$ = # in that group
$m = 1,2$ (pre, post)

Table V-38

AGE CATEGORY	TREATMENT CONDITION	SEX	SUBJECT NUMBER	PLAN FOR THE REPEATED MEASURES DESIGN	
				PRE-TEST SCORES	POST-TEST SCORES
3	EXP.	MALE	X_1 . . XL		
		FEMALE			
	CONT.	MALE			
		FEMALE			
4	EXP.	MALE			
		FEMALE			
	CONT.	MALE			
		FEMALE			
5-6	EXP.	MALE			
		FEMALE			
	CONT.	MALE			
		FEMALE	X_1 . . XL		

Note that there exists a natural dichotomy among the effects of the model. The first set of effects - $\mu, \alpha i, \ldots, \Pi\ell(i,j,k)$ - are the between-subject effects. Here the replication factor is ignored when looking at the main effects and the interactions. The second set of effects - $\delta m, \alpha\delta im, \ldots\ldots, \delta\Pi\ell m(ijk)$ are the within subject effects. Here the replications within individual subjects is taken into account. It is for this reason that there are two separate error terms in the design. The effects of the model, as presented in Table V-3, correspond to the effects listed in the table of the computer printout (Table V-39). The effects of interest are primarily the treatment replication interactions. A significant effect here would indicate a differential gain between the two groups. Inspection of the mean gains for each group on the specified variable would indicate which group the difference in gain favors.

A sample of the analysis is presented below in Table V-39. The crucial effect to observe is the RT interaction and its associated tail probability. A significant effect here would indicate differential gain between the program and control groups. Since there were 10 main scores and 15 subtest scores used in the analysis, the overall error rate will be inflated well beyond the nominal $\alpha = .05$ level unless a correction is made. A moderate-to-liberal correction would involve doubling the nominal rate and dividing by 10+15 = 25 to get .10/25 = .004 as a required level for significance with each variable.

In addition we present in Table V-40 the variables, the observed significance levels from Table V-39, and the mean gains for the experimental and control groups.

Table V-39

PPVT (Raw Score)

```
  ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE1     VPOS1

           SOURCE                     SUM OF     DEGREES OF        MEAN                 F              TAIL
                                     SQUARES      FREEDOM         SQUARE                           PROBABILITY

           MEAN                  352872.75000        1      352872.75000          1956.04              0.000
           A                      17714.39844        2        8857.19922            49.10              0.000  < age
           T                         12.50391        1          12.50391             0.07              0.793
           S                        214.41406        1         214.41406             1.19              0.275
           AT                       188.94141        2          94.47070             0.52              0.594
           AS                        56.99219        2          28.49609             0.16              0.854
           TS                        93.17578        1          93.17578             0.52              0.474
           ATS                     1321.92578        2         660.96289             3.66              0.029
    1      ERROR                  18400.99219      102         180.40187

           R                       2261.94067        1        2261.94067            80.97              0.000
           RA                        82.98462        2          41.49231             1.49              0.231  < agextreatmentx
           RT                         1.95410        1           1.95410             0.07              0.792      sex
           RS                         0.28589        1           0.28589             0.01              0.920
           RAT                        2.35620        2           1.17810             0.04              0.959  < measures
           RAS                      119.36133        2          59.68066             2.14              0.123
           RTS                       20.34229        1          20.34229             0.73              0.395
           RATS                      12.36719        2           6.18359             0.22              0.802
    2      ERROR                   2849.32495      102          27.93456
```

Table V-40

Variable	Observed Significance Level	Experimental Group Mean Gain	Control Group Mean Gain
PPVT Raw Score	.792	6.527	6.236
PPVT IQ	.989	3.391	4.019
PPVT NCE	.854	7.291	9.654
PI Raw Score	.077	2.728	1.597
RCI Raw Score	.020	1.985	3.367
CPI Raw Score	.641	7.453	7,243
CPI NCE	.207	22.510	14.808
SNI Raw Score	.865	0.994	0.836
WRT Raw Score	.164	4,763	5.730
WRT NCE	.209	17.096	21.962
RCI "Two Scores"	.738	1.582	1.764
CPI Per. Soc. Resp.	.717	1.730	1.438
CPI Assoc. Voc.	.084	1.473	2.028
CPI Concept Act. Num.	.536	1.428	1.327
CPI Concept Act. Sen.	.221	2.453	2.450
CPI Parts of Body	.645	0.545	0.336
CPI Color Names	.840	0.504	0.682
CPI Drawing	.645	0.602	0.645
WRT Similarities	.502	2.963	3.164
WRT Difference A	.627	0.353	0.263
WRT Difference B	.385	0.363	0.409
WRT Difference C	.007	0.254	0.830
WRT Difference Total	.076	0.972	1.534
WRT Numerical Analogies	.472	0.192	0.387
WRT Missing Parts	.326	0.392	0.556

The complete results of the repeated-measures analysis for all the variables is found in the Appendix.

From reviewing the table it is clear that no variable proves to be clearly significant at the pre-specified α-level. The WRT Difference C subtest shows the best indication of difference, but the difference is non-significant and favors the control group. All variables considered it is evident that there are no clear and present differences between the program and the control groups which may be ascribed to the treatment effect. Also, the directionality of the differences in mean gain scores shows conflicting results. In summation, the best interpretation of the results of the analysis is that the evidence presented by the data is inconclusive; if significant program effectiveness exists, it is not supported by the data.

Other effects in the design - age effects, sex effects - are significant for a number of variables. These effects demonstrate the sensitivity of the measuring instruments and their adequacy for handling the task of detecting any differential growth between the groups.

A repeated-measures design, rather than a covariance analysis was used since several effective arguments have been made against an ANCOVA design in these situations. Briefly, these arguments have to do with the frequent violation of the underlying assumptions of the model, the frequent exclusion of potential covariates on which the two treatment groups initially differ, and the problem of measurement error when scoring tests.

In addition to the repeated-measures analysis, an analysis was conducted using gain scores for the individuals. Here one subtracts the score obtained on the pre-test from that on the post-test to obtain the observed change in the skill or ability which the test measures. One is interested in detecting significant differences in changes between the program and control group. A significantly greater gain for the program students than the control students would be an indication of program effectiveness. There are several difficulties, however, with conducting this type of analysis. The first problem has to do with the presence of measurement error when assessing a skill or ability with a particular instrument or test. The statistical procedure assumes that the dependent variables, in this case the tests, are measured without any error. In actuality, this can almost never be accomplished. To deal with the problem of measurement error or unreliability of a measuring instrument we introduce the concept of an estimated true score. This technique is discussed in more detail after presentation of the results for the gain scores. The second problem has to do with the intercorrelations which invariably exist between the test measures. Because of such intercorrelations an examination of the variables individually would lead to confounded results and an overly-optimistic bias in detecting significant differences between groups. To overcome such a problem a multivariate approach to the data is used. Here, all the variables are considered simultaneously and both the degree and the pattern of the intercorrelations is taken into account. Therefore, a multivariate analysis of variance of the unadjusted gain scores was conducted. Age and sex were used as classification factors as well as treatment condition. The results, a sample of which is found in Table V-41, show that there is no overall significance between the program students and those in the control group.

The preceding analysis of gain scores, as already mentioned, does not account for the problem of unreliability. To effectively deal with this problem, an analysis was conducted using estimated true scores. Using this technique involves computing the pre-post correlations between the variables, also referred to as the pre-post reliability, and employing those observed correlations to adjust the observed scores. Let X be the observed score on the pretest and Y the observed score on the post-test. Let $\overline{X}, \overline{Y}$ be the respective means and r_{XY} the pre-post correlations. Then the procedure used is as follows:

$$X^1 = \overline{X} + r_{XY} (X - \overline{X})$$

$$Y^1 = \overline{Y} + r_{XY} (Y - \overline{Y})$$

Here X^1 and Y^1 are the estimated true scores for pre-test and post-test. Thus the estimated true gain score is obtained by:

$$\begin{aligned} G^1 &= Y^1 - X^1 \\ &= [\overline{Y} + r_{XY} (Y - \overline{Y})] - [X + r_{XY} (X - \overline{X})] \\ &= (\overline{Y} - \overline{X}) + r_{XY} (Y - X - (\overline{Y} - \overline{X}) \\ &= \overline{G} + r_{XY} (G - \overline{G}) \\ G^1 &= (1 - r_{XY}) \overline{G} + r_{xy} G \end{aligned}$$

Table V-41

PPVT Raw Score

```
                                   MULTIVARIATE ANALYSIS OF VARIANCE OF GAIN SCORES     12:33 THURSDAY, JANUARY 26, 1978    2
                                                 GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: G1   PPVT Raw Score

SOURCE                  DF        SUM OF SQUARES        MEAN SQUARE        F VALUE        PR > F       R-SQUARE          C.V.

MODEL                   11          587.32135327        53.39285030           0.94        0.5027       0.102476      121.0002

ERROR                   91         5143.97961760        56.52724855                      STD DEV                      G1 MEAN

CORRECTED TOTAL        102         5731.30057087                                      7.51846052                   6.21359223

SOURCE                  DF           TYPE I SS      F VALUE      PR > F        DF          TYPE IV SS      F VALUE      PR > F

AGE                      2        116.67330775         1.03      0.3598         2        155.46105323         1.38      0.2580
SEX                      1         29.45486120         0.52      0.4722         1          6.93212676         0.12      0.7273
TRTCOND                  1         13.29117415         0.23      0.6294         1         16.41152375         0.29      0.5913
AGE*SEX                  2        345.75681361         3.06      0.0518         2        291.45747255         2.58      0.0815
AGE*TRTCOND              2          5.70927774         0.05      0.9508         2         11.53924634         0.10      0.9031
SEX*TRTCOND              1         26.70430391         0.47      0.4936         1         37.42763497         0.66      0.4179
AGE*SEX*TRTCOND          2         49.56751491         0.44      0.6464         2         49.56751491         0.44      0.6464
```

Here G^1 is the estimated true gain score; G is the observed gain; and, $\overline{G}$ is the mean gain. Having calculated an estimated true score for each of the subjects on all the variables, a multivariate analysis of variance of these estimated true gain scores was conducted. A sample of the obtained results is presented in Table V-42; note that the observed significance of the TRTCOND effect is well above even the nominal $\alpha = .05$ level.

The results indicate that there is no overall significance of differences between those students enrolled in the program and the control group.

Table V-42

PPVT Raw Score

```
                         S T A T I S T I C A L   A N A L Y S I S   S Y S T E M    15:55 MONDAY, JANUARY 3 , 1973   13
                                            GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: ADGI      PPVT Raw Score

SOURCE                  DF      SUM OF SQUARES        MEAN SQUARE       F VALUE         PR > F      R-SQUARE          C.V.

MODEL                   11        345.37546773        31.39776979          0.77         0.6680      0.079729       99.9399

ERROR                   98       3986.50704678        40.67864333                      STD DEV                   ADGI MEAN

CORRECTED TOTAL        109       4331.88251455                                      6.37796113                  6.38181555

SOURCE                  DF         TYPE I SS     F VALUE      PR > F        DF         TYPE IV SS     F VALUE      PR > F

AGE                      2       96.21884032        1.18      0.3108         2        [illegible]        1.4[illegible]   0.[illegible]524
SEX                      1        5.511[illegible]        0.14      0.7136         1        [illegible]     [illegible]    0.[illegible]773
TRTCOND                  1        2.69986452        0.07      0.7972         1        4.057[illegible]     0.1[illegible]    0.[illegible]523
AGE*SEX                  2      167.99553568        2.31      0.1046         2        17[illegible]     2.17      0.1192
TRTCOND*SEX              1       35.16106211        0.86      0.3548         1        4[illegible]452     1.0[illegible]    0.[illegible]
TRTCOND*AGE*SEX          4       17.76835657        0.11      0.9790         4        17.768[illegible]657     0.1[illegible]    0.[illegible]790
```

VI. CONCLUSIONS

This chapter presents conclusions regarding the original process and outcome questions addressed in the evaluation design. Included in the sections which follow are discussions of the results of monitoring the implementation process as well as discussions of the findings of the home-based and center-based studies. Also included is a consideration of the limitations of the overall evaluation together with recommendations for improvement in future program implementation and evaluation efforts.

PROCESS QUESTIONS

The process evaluation questions were intended to assess the extent to which the materials distribution and TV broadcast components of the Kentucky Picturepages program were implemented according to plan.

While it is apparent that the implementation monitoring results presented in the preceding chapter are based upon incomplete data, they do nevertheless present rather strong evidence that the program as a whole was implemented on a state-wide basis for the first ten weeks and on a more limited basis for the second ten-week period. It was between these two halves of the program that the KET network, with its 13 stations and 7 translators, decided to discontinue the Picturepages broadcasts. Except for limited cable TV accessibility, this left only three remaining broadcast stations located respectively in the Louisville, Lexington, and Hazard areas. Prompted no doubt by the general lack of broadcasts to outlying areas in Kentucky, there was a simultaneous decision by the Long John Silver's Seafood Shoppes to discontinue distribution of the picturepages booklets in areas other than the three indicated above. This left approximately half of the original shoppes participating during the second ten weeks of the program. This also might explain why over 90% of the Parent Survey returns were received from CAAs as compared with 2.5% from the Seafood Shoppes.

It would seem imperative from the foregoing that a primary concern in future large-scale implementations of the Picturepages program be placed upon the securing of assurances or guarantees from agencies, both in the broadcast and distribution components, for participation over the total planned program operational period.

OUTCOME QUESTIONS

Three principal outcome evaluation questions were addressed in the evaluation design. Each of these questions is considered below in light of obtained results from the home-based and center-based evaluation studies.

DOES THE PROGRAM AFFECT CHILDREN'S LEARNING READINESS SKILLS?

Results from both home-based and center-based studies are pertinent to this question and are discussed in the following paragraphs.

In the home-based study, tabulations of responses on the Parent Survey indicate that nearly 80% of the children participating in the Picturepages program seemed to their parents to have learned from their involvement. While this may appear on the surface to be a considerable endorsement of the program's effectiveness, it is, in fact, difficult to place any great confidence in this finding. This is due to the lack of experimental control over the conditions under which the home-based study was conducted. There are at least two alternate and equally viable interpretations of the finding: (1) what parents may have been observing was a general maturational or growth effect in their children unrelated to program participation; (2) a "halo" effect produced by generalized enjoyment of the program and positive responses on other items may have been responsible for carrying over a positive response set to this item.

The center-based study offers no support at all for any program-induced effect upon children's learning readiness skills. Extensive analyses of pre- and posttest data on all relevant variables indicate no statistically significant program vs. control differences which could be ascribed to the Picturepages experience. While the results from the home-based study should not necessarily be interpreted as supportive of the Picturepages program, results from the center-based study should not necessarily be interpreted as contra-supportive of the program. There were several methodological constraints upon conduct of the center-based study which undoubtedly mitigated against program effectiveness. These included the following: the ill-timing of program implementation to occur over the summer months which are typically characterized by high turnovers and numbers of vacations at child care centers; the poorly scheduled broadcast time for the TV segment insofar as viewing at the child care centers was concerned; and the administrative and staffing problems associated with conducting a controlled study in child care centers, involving the random assignment and segregation of children into experimental and control groups and maintaining the integrity of those groups.

An additional constraint was the program itself. The Kentucky Picturepages Program was designed as a twenty-week sequence consisting of 100 five minute televised work-along lessons. Discounting any of the follow-up activities, the program being studied was only 8 1/3 hours in length with the lessons being distributed over a twenty-week period. Without question, the Kentucky program was one of very low intensity. Interpretations based on the results of this study, therefore, may only be appropriate for low intensity programs of short (20 weeks or less) duration; they do not necessarily allow one to generalize to, for example, a higher intensity, forty-week program involving the same content and approach. Finally, it should be understood that since this study took place in child care centers -- where even the control group received an educational treatment likely to have been considerably more intense than that received in the home environment -- then (1) differences between the experimental and control groups were more than likely to be low, and (2) inability to demonstrate effectiveness in the center-based environment may not necessarily be generalizable to effects that may have occured in the home environment.

DOES THE PROGRAM AFFECT CHILDREN'S LEARNING READINESS ATTITUDES?

Only results from the home-based study provide information relevant to this question. Tabulations of Parent Survey responses indicated: that nearly 90% of the children working with the Picturepages booklets seemed to enjoy them, and that nearly 90% also enjoyed watching the Picturepages TV broadcast. In addition, nearly 80% of the participating children seemed to their parents to have enjoyed the follow-up activities suggested in the booklets. These results appear to offer support for a positive effect of the Picturepages program upon children's attitudes and motivations toward learning readiness activities, at least those activities which are a part of Picturepages.

DOES THE PROGRAM AFFECT LEARNING-RELATED PARENT-CHILD INTERACTIONS?

The home-based study was the only aspect of the overall evaluation of the Kentucky Picturepages program which addressed this question. Tabulations of Parent Survey responses indicated: that 70% of the parents felt it was easier to work with and teach their children as a result of their experience with Picturepages, and that more than 60% of the parents felt that they actually taught their children more as a result of program participation. These findings appear to offer support for attributing a positive, facilitative and enhancing effect upon learning-related parent-child interactions produced by participation in Picturepages.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Aside from conclusions relating specifically to the primary evaluation questions, some comments and conclusions of a more general nature would seem at this point to be in order.

Implementation of the Picturepages program appeared to result in greater public exposure of Community Action Agencies throughout Kentucky. Over 75% of respondents to the parent survey indicated that they had learned something about CAAs through their association with Picturepages. While Picturepages served to benefit public relations for the sponsoring CAAs, it likewise served to increase family frequenting of Long John Silver's Seafood Shoppes serving as booklet distribution centers. Indeed, parent survey results reveal a 37% increase in family visits to Seafood Shoppes as a result of their distribution role in the Picturepages program. Thus these two secondary effects, initially assumed as by-products of the implementation, are, in fact, borne out by the evaluation data.

The Picturepages program itself seems to have its greatest support as a home-based as opposed to center-based vehicle for instruction. An overwhelming majority of respondents to the parent survey were favorably impressed with the program and expressed a desire to see it continued. While the Picturepages concept appears to enjoy a large degree of popularity among parents, the extent of its effectiveness as an instructional program is far less certain. It should be noted, also, that since the actual content of the Picturepages Program differs (or may differ) from one implementation to another depending upon which pages are selected, the effectiveness of the Kentucky set of Picturepages may or may not be indicative of implementations conducted elsewhere. The extent of generalization of findings in the Kentucky evaluation to other implementations would depend upon the extent to which common content has been selected for both programs as well as the degree to which such variables as lesson broadcast time and length of overall program are similar.

Based on the foregoing conclusions as well as findings presented earlier in this evaluation report, the following recommendations are proposed:

- The Picturepages concept appears to have significant educational potential and should be implemented elsewhere and its effectiveness studied further.
- Future evaluations of Picturepages should focus not only upon overall program effectiveness, but also upon establishing an optimal TV viewing time (e.g., 5 vs. 10 minutes) and an optimal program duration (e.g., 20 vs. 40 weeks), both with and without consideration of follow-up activities.
- A content analysis should be performed on each selected Picturepages sequence prior to its finalization in order to assure non-bias and uniformity of content emphasis from one program implementation to another.
- Prior to each implementation, field-testing of both broadcasts and booklets should be conducted on small samples for their entertainment and effectiveness value and to eliminate problems of production quality.
- Contracts, assurances or guarantees should be secured from both TV broadcast stations and booklet distribution centers for participation over the full duration of the planned Picturepages program and for full cooperation in providing feedback on the broadcast and distribution process as well as cooperation in any evaluation efforts.

AN EVALUATION OF THE KENTUCKY- PICTURE PAGES PROGRAM

APPENDIX

RESEARCH FOR BETTER SCHOOLS, INC.
Educational Services Division
1700 Market Street
Philadelphia, Pennsylvania 19103

January 31, 1978

PS 009790

INDEX TO
APPENDICES

RBS REPORT ON THE KENTUCKY-PICTUREPAGES PROGRAM

Appendix A Monitoring Function Exhibits

Appendix B Home-Based Study Exhibits

Appendix C Center-Based Study Exhibits

Appendix D Instruments for Center Based Study

Appendix E Repeated Measures Analyses of Center-Based Study Variables

Appendix F Awareness Activities for the Kentucky-Picturepages Program

APPENDIX A

MONITORING FUNCTION EXHIBITS

TABLE OF CONTENTS

Exhibit

A-1. Memorandum from KACAA to CAAs re: Distribution Status

A-2. Letter to KACAA re: Distribution Data

A-3. Memorandum to Picturepages Coordinators re: Distribution of Picturepages Reporting Form

A-4. Letter to Compulearn, Inc. re: Status Report

A-5. Letter to KACAA re: Status Report

A-6. Ten-week telesurvey "Distribution Center Data Summary"

A-7. Note from KACAA re: Distribution Activities

A-8. Memorandum from the Blue Grass CAA re: Distribution Activities

A-9. Memorandum from a CAA re: Distribution Activities

CAP

Kentucky Association of Community Action Agencies

JESSE L. AMBURGEY, EXECUTIVE SECRETARY

212 Washington Street
Frankfort, Kentucky 40601
(502) 564-4200

MARGARET BROWN
President

CHARLES T. CLEMONS
Vice-President

JOE LOVELL
Secretary

W. TERRY WARD
Treasurer

MEMORANDUM

TO: All CAA Directors

FROM: Jesse L. Amburgey

RE: Picturepage Distribution

DATE: June 20, 1977

In order to get an idea of how great or little the demand for Picturepages is in your area, would you please at your earliest convenience forward to this office an approximate count of how many Picturepages were distributed each week since June 6, and how many were left over (if any).

If your demand is greater and others are less, we will execute a plan to shift the pamphlets around to meet your needs.

Please send the information ATTN: Jacquie Triplett.

Any comments you might have will be appreciated.

JLA/jt

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561 4100

June 28, 1977

Ms. Jacquie Triplett
Picturepages Coordinator
Kentucky Association of
Community Action Agencies
212 Washington Street
Frankfort, Kentucky 40601

Dear Jacquie:

Thank you much for the information you sent. It is very helpful! I've enclosed, per our conversation, a copy of the "Kentucky Picturepages Program" map. The four-digit numbers on the map represent Long John Silvers Seafood Shoppes as located in the various counties. The astericks approximately locate the office of the CAA in charge of the larger area. On the reverse side, I have written in the names of the counties wherein the various CAA's and LJS's can be found.

We would, of course, appreciate, when available, a memorandum on your findings relative to the June 20th request Jesse Amburgey made to all CAA Directors. We would appreciate a memorandum on your findings when you called the Long John Silvers Shoppes last week as well.

Within the week we will send you a copy of a form we have developed to survey the distribution process.

Thanks again.

Sincerely,

Alan Coller

Alan Coller
Senior Evaluator

Enclosures
cc: Russell Dusewicz

A-3

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

MEMORANDUM

TO: PICTUREPAGES COORDINATOR

FROM: Russell Dusewicz and Alan Coller AC

SUBJECT: Distribution of Picturepages

DATE: July 1, 1977

Research for Better Schools (RBS), a non-profit educational research and development laboratory located in Philadelphia, Pa., is responsible for conducting a comprehensive evaluation of the Kentucky Picturepages program.

In order to gauge the extent and efficiency of the distribution of Picturepages booklets, and to better interpret the educational effects of the program in Kentucky, we are requesting a limited amount of information from each distribution center with regard to the actual number of copies received and distributed.

The enclosed information forms are designed to be neither difficult nor time consuming to complete. Four different forms are included, one for each set of five program weeks. Columns "d", "e" and "j" of the forms may require additional explanation as indicated on the backs of the forms. Each form should be returned in the appropriately dated, postage paid envelope within one week after its completion.

If you have any questions please do not hesitate to call us collect at 215-561-4100.

We are all working hard to make the Kentucky Picturepages Program a success. Thank you for your cooperation in this matter.

A-4

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST PHILADELPHIA, PA 19103 / 215 561-4100

July 1, 1977

Mr. Julius Oleinick
COMPULEARN
100 Stanwix St.
Pittsburgh, PA 15222

Dear Mr. Oleinick:

The enclosed package of materials which includes one memorandum, four pre-stamped envelopes with our return address affixed, and one each of four similar but different reporting forms was sent to each of the 75 Long John Silver's Seafood Shoppes involved in the Kentucky Picturepages Program. An identical set was sent to the nineteen Department of Human Resources distribution centers now involved in the program. A similar set but one containing three each of the four reporting forms was sent to the twenty-one Community Action Agencies involved in the program. In addition we sent a set of extra forms to Jesse Ambugey's office and a copy of the package to Ray Fox of the Abbot Advertising Agency. The procedure and forms were developed after consultation with Ray Fox.

We trust these forms and the procedure meets with your satisfaction. Should you have any concerns or questions please call.

Very truly yours,

Russell Dusewicz
Associate Director of Evaluation

RD:cc

A-5

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

July 1, 1977

Ms. Jacquie Triplett
Picturepages Coordinator
Kentucky Association of
Community Action Agencies
212 Washington St.
Frankfort, KY 40601

Dear Ms. Triplett:

There are two enclosures herein: one contains a memorandum, four pre-stamped envelopes with our return address affixed, and one each of four similar though different reporting forms. This was the contents of the package we sent to the 19 Departments of Human Resources and 21 Community Action Agencies involved in the Kentucky Picturepages Program. (Actually we sent three each of the four forms to the CAA participants.) The second enclosure includes a memorandum and some extra forms for your needs.

We trust these forms and the procedure meets with your satisfaction. Should you have any concerns or questions, please feel free to call.

Very truly yours,

Alan Coller

Alan Coller
Senior Evaluator

AC:cc

Distribution Center Data Summary

LJS

Estimates of the number of Picturepages received and distributed for the first ten weeks of the program were collected by phone from Aug. 23-Sept. 2. All of the data sheets are included in this shipment with the exception of a few stores lacking phone service and a few stores which promised to mail in the already completed forms. Individual successes and problems with the program are recorded on the data sheets. The major problems with distribution and record keeping of the Picturepages program as mentioned by the store managers were as follows:

1) Reporting sheets not kept up-to-date. This was the result of either not receiving the reporting sheets or misplacing them during the ten week span.

2) General estimates of the number of Picturepages received and distributed. Store managers were at a loss guessing the number of Picturepages received since cases and bundles were not labelled as to amount of contents.

3) Variances in delivery schedules. Some stores received a shipment of Picturepages every week. Other stores received a shipment every two weeks which included a two weeks supply. Some irregularities in delivery occurred and are noted on the reporting forms.

4) Competing materials and lack of television program. A few stores mentioned that their area did not receive the television broadcast signals in their area. Some other stores reported that interest in the Picturepages waned with the introduction of a LJS coin game.

C.A.A.

Obtainment of accurate data from the CAA's was difficult. Most of the agencies did not wish to take the time to relay the information requested over the phone. They said that they would immediately complete the forms and mail them to the Philadelphia office. In several agencies the person in charge of the Picturepages program was no longer employed. In a few agenices it was nearly impossible to contact the person in charge of the program. Problems with the program as mentioned by the various agencies centered around lack of resources for distribution of the Picturepages. Most agencies evidently did not possess the manpower nor facilities to distribute the materials.

A-7

October 7, 1977

Dear Allan,

Attached is a list of our distribution to all CAP's. The distribution was the same for first and last ten weeks. I hope this will be of some help to you.

Sincerely,
Suzanne Brossart
Picturepages Co-ordinator

BLUE GRASS
COMMUNITY ACTION AGENCY
SERVING: ANDERSON, FRANKLIN, JESSAMINE, MERCER
& WOODFORD COUNTIES

COMMUNITY SERVICES ADMINISTRATION

(502) 839-3453
(502) 875-2695
(606) 255-1838
Paul Tincher, Executive Director
202 Woodford Street
LAWRENCEBURG, KENTUCKY 40342

TO: Rusty Dusewicz
Allen Coller

FROM: Marilyn A. Lavit
Director of Operations
Blue Grass Community Action Agency

SUBJECT: Distribution of Picturepages

DATE: July 19, 1977

Blue Grass Community Action Agency covers a five-county area. The Central Office for the agency is at 202 Woodford Street, Lawrenceburg, Ky. We do not have neighborhood centers or specific county offices as many Community Action Agencies do, but our agency does have an outreach worker for each county thataids in the coordination of programs.

The following is our method of distribution for Picturepages. On May 31, Picturepages booklets for the month of June were distributed to five Community Resource Developers in the five counties the agency covers; Anderson, Jessamine, Woodford, Mercer, and Franklin. Each CRD was given 125 booklets for each week to distribute within their county. Instructions were given to distribute the booklets within the county at the most conspicuous places, seven to ten days before local viewing for the program. Prior publicity had gone out to each county newspaper and radio station stating the availability of Picturepages at the local county libraries and Long John Silvers. Announcements were also made at each local county board and committee meeting concerning the program and distribution points. Distribution points varied in each county but all public libraries and the Department of Human Resource offices were taken approximately 50 booklets in every county. In most counties country stores were taken 10 to 20 booklets each week. As the month progressed distribution varied within the counties depending upon the response.

In addition, Kentucky Association for Community Action Agencies asked Blue Grass Community Action Agency to deliver Picturepages to the Department of Human Resource offices in Lincoln, Garrard, Harrison and Bourbon counties. Seventy-five booklets were delivered by our CRD to each of these counties. The remaining 75 booklets were kept in Central Office to be mailed out upon phone request and for distribution to the Area Board of Directors. Therefore, all 1,000 copies received by our agency were distributed in some manner to the public.

"AN EQUAL OPPORTUNITY EMPLOYER"

At a staff meeting on June 30, each Community Resource Developer gave a report concerning the distribution and response of June's Picturepages. With the exception of a scattered very few left in country stores, all booklets which had been distributed to the general public in the five counties covered by Blue Grass Community Action Agency were well received by the public and the number remaining were less than 20. Out of the 75 taken into Lincoln and Garrard counties there were also none remaining. In Harrison and Bourbon counties, however, there were approximately 30 left in each of the Department of Human Resources offices. The contact person in these counties seemingly had not distributed the booklets beyond the Human Resource office.

Also on June 30, the remaining booklets (7/4 - 8/15) were distributed in the same manner as on May 31. One Hundred and Twenty-five copies were given to be distributed to Franklin, Woodford, Mercer, Jessamine, and Anderson counties; 100 each for Garrard and Lincoln; 75 each Harrison and Bourbon; and 25 for Central Office. All Community Resource Developers felt that this was a sufficient number of booklets for their counties. Distribution points within the counties were being closely watched and the amount distributed changed weekly as the need indicated. The following is a sample report on Franklin county.

Franklin County Monthly Report

June 23rd	delivered	Peaks Mill	25 copies
		Switzer	20 copies
		Bald Knob	25 copies
		Paul Sawyer Lib.	
		Reading Prog.	40 copies
		General Circ.	15 copies
		Fks. of Elkhorn	store closed
July 1st	delivered	Peaks Mill	35 copies
		Switzer	20 copies
		Bald Knob	35 copies
		Paul Sawyer Lib.	
		General Circ.	30 copies
		no reading prog.	
		Fks. of Elkhorn	store closed
July 7th	delivered	Peaks Mill	35 copies
		Switzer	20 copies
		Bald Knob	25 copies
		Paul Sawyer Lib.	
		General Circ.	10 copies
		no reading prog.	
		Fks. of Elkhorn	25 copies

There were two counties which appeared during the month of June to need more Picturepages, however, a check revealed in Mercer County that Long John Silvers had received an additional supply, and it was decided not to order additional booklets for Woodford County because a new Long John Silvers opened during the month of June.

I am personally pleased with the extensiveness of distribution and response to Picturepages in our five-county area. I cannot vouch for the distribution in the additional four counties we have been asked to cover, but the response appears generally favorable.

If I can be of further assistance please feel free to contact me at 839-3453.

Oct 17, 1977

August 23, 1977 We received our Picture Pages. We recived 1,000 Copies more than We were suppose to.

M + N = 2 boxes
O - 1 box
P + Q = 2 boxes
R = 350 Copies
S = 510 copies
T = 600 Copies

We picked up and dropped places of distribution at Various times through the distribution period - since July 1977.

The following were places where distribution was made:
(HCCAA took them to the following places where distribution was made)

* Dept. for Human Resources / Food Stamp Office
* Dept for Human Resources / Child Welfare / S. Service
Harlan Public Library
Wallins Elementary School / 2 Kindergartens + spec Ed.
Loyall Elementary / 2 Kindergarten
Harlan Baptist Church / Kindergarten
* DCCP Centers

(over)

Page 2

Evarts School
Shields School
M + I Clinic - Daniel Boone clinic / (HARH)
* Interfaith
* Harlan County CAA.

* These places recived varied numbers of picturepages according to need —

For example: Dccp Centers had children
3 to drop out for 3 weeks — so I let CAA hand out the remaining 3.

A. Interfaith dropped out.
B. Child Welfare maybe had 30 more than they needed so I would give them to the Food Stamp Office etc...
C. Or maybe a Kindergarten called and needed 10 extra — we just took 10 from CAA and gave it to the Kindergarten. *Similar* *things* *did* happen — but I did not keep a record — I just filled the need. It balanced but perfect.
D. Once we ran completely out of Picturepages all were distributed - R. Issue - we told them to go to Long John Silvers and they did.

APPENDIX B

HOME-BASED STUDY EXHIBITS

TABLE OF CONTENTS

Exhibit

B-1. Memorandum re: Kentucky-Picturepages Parent Survey (October 14, 1977)

B-2. Letter to Compulearn, Inc. re: Public Service Announcements in respect to Parent Survey

B-3. Parent Survey Public Service Announcement

B-4. Letter to KACAA re: Public Service Announcements

B-5. Letters (3) to 1[illegible] stations re: Public Service Announcements

B-6. Letter/report re: Posttesting and initial Parent Survey Analysis

B-7. Sample letters from parents and children re: Kentucky-Picturepages Program

B-8. Sample letters from Parent Educators re: KPP

B-1

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

MEMORANDUM

TO: All Managers Kentucky Picturepages Distribution Centers

FROM: Dr. Russell Dusewicz

SUBJECT: Kentucky Picturepages Parent Survey

DATE: October 14, 1977

Now that the Kentucky Picturepages Program (KPP) is reaching its conclusion, it is vital for us to determine what effects, if any, the program has had not only on the families who were served but also on the organizations/businesses which took part in this widespread social-educational experiment. For this purpose, Research for Better Schools, Inc. (RBS), a non-profit educational research firm, has developed the enclosed Parent Survey. Among other things, the form requests information related to the number of times people visited the Picturepages distribution center both before and after Picturepages began.

We know, from our experiences, that the amount of returns we will end up analyzing depends almost entirely upon the individual effort that YOU and YOUR STAFF will put forth during the final distribution week of Picturepages. If YOU feel and act as if it is important for your clients/customers to fill out these survey forms then your staff will do the same and your center will have a good return rate. If you can convince your clients/customers to fill out the Parent Surveys then and there--it takes less than 5 minutes--you'll get your biggest return.

- Make the Parent Survey forms available as soon as your center receives them. BE SURE TO PLACE LETTER SIDE UP.
- Place the Parent Survey forms next to the Picturepages and bring the forms to the attention of Parents/caregivers.
- If possible, make a box available for people to turn in their completed forms. *THE EQUIPMENT WE WILL USE FOR SCORING PURPOSES WORKS BETTER IF THE FORMS ARE UNFOLDED.

- If people want to write in comments have them do it on the side with instructions "For Parents."

- On or about November 4, 1977 mail the completed forms to Dr. Russell Dusewicz c/o Office of Planning & Evaluation, Research for Better Schools, 1700 Market Street, Philadelphia, Pa., 19103. *RBS was unable to estimate mailing costs; so please feel free to bill us for return mailing if necessary.

- If you have any additional questions please call either Russell Dusewicz or Alan Coller at RBS at (215) 561-4100.

Thank you for your cooperation and remember that the success of this final evaluation depends upon all of us working together.

RD:cc

Encl.

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

October 13, 1977

Mr. Julius Oleinick
COMPULEARN, Inc.
100 Stanwix Street
Pittsburgh, PA 15222

Dear Julius:

Enclosed please find a copy of the announcement for the Picturepages Parent Survey that hopefully will be made by Happy and Froggie. Please feel free to revise it should you or Bob think of a better approach. We would hope that this announcement would occur daily starting Friday the 21st and ending Friday the 28th. If possible, it would be nice for the Louisville and Hazard stations to also carry this message. Do you think that you could convince KET to make the announcement?

In addition to the Parent Survey we have developed and distributed to the CAAs a child care center questionnaire -- a copy is enclosed.

Very truly yours,

Alan Coller

Alan Coller
Senior Evaluator

AC:db

Enclosures

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

MEMORANDUM

TO: Members of the Happy and Froggie Show

FROM: Dr. Russell Dusewicz

DATE: October 14, 1977

RE: Announcement for Parent Survey

At the outset, we wish to express our appreciation to WTVQ and all others concerned, for taking the time to make the following announcement. We are certain that the return rate for the Picturepages Parent Survey will be significantly enhanced by having Happy and Froggie alert children and parents to its existence and importance.

We would also like to indicate that it is understood by us -- for reasons of pre-established program format -- that the announcement as written will probably have to be modified. Certainly, some changes may be desireable when the announcement is repeated on successive days. In this respect the following should be construed as suggestive only.

The "Happy and Froggie" Parent Survey Announcement

Initially, Happy and Froggie should request the children watching to ask their parents to come to the TV set for an important message.

The 20 weeks of the Kentucky-Picturepages Program will be coming to a close very shortly. We are glad to have been a part of the Picturepages Program and to have had the opportunity to help our friends at home. At this time it is very important for us all -- and that includes our friends and their parents -- to determine what impact the program has had. How do you feel about the Program? Is it worthwile? Should it be continued? How was it used in your home? We need this and other kinds of information about Picturepages so that those concerned with the development and delivery of this unique educational program can make proper decisions.

Parents, help us out! Go to the place where you normally pick-up your Picturepages booklets and get your copy of this Parent Survey. (The letter side should be shown at this time.) Read these instructions carefully and then take a few minutes -- it'll take less than five minutes -- to fill out this side of the Parent Survey. (Show the question side briefly.) If you remember, bring a pencil and while you're at the Picturepages distribution center fill-out the survey form right then and there so you won't forget to return it.

Please, help us out! Take this opportunity to let us know how you feel about Picturepages! Thank you.

B-4

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

October 13, 1977

Ms Sue Brosart
Picturepages Coordinator
Kentucky Association of
Community Action Agencies
212 Washington Street
Frankfort, Kentucky 40601

Dear Sue:

Thanks much for your help in setting the CAA distribution figures straight. It is much appreciated.

I've enclosed a copy of suggested announcement that Julius will attempt to get Happy and Froggie to make during their TV show.

As I already indicated, I have doubts that this announcement will occur in the Louisville, or Hazard area and certainly not in those areas not involved in the 2nd ten weeks. We think it would be very helpful if local CAAs could make public service announcements through the newspapers, radio, and TV. It would be greatly appreciated if you could initiate this effort.

Head Start Questionnaire

Following your good advise we have developed a questionnaire for child care centers. It is enclosed. As noted, we have sent only three questionnaires to each CAA (5 to Pennyrile) and the instructions which we also enclosed herein. A follow-up letter from you may prove useful in this instance.

Thanks for your help. I'll keep you up to date as things move along.

Very truly yours,

Alan Coller

Alan Coller
Senior Evaluator

AC:db

Enclosures

B-5

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

October 14, 1977

Mr. Charles Harper
WTVQ
P. O. Box 5590
Bryant Road
Lexington, KY 40505

Dear Mr. Harper:

Enclosed please find a memorandum addressed to the "members of the Happy & Froggle Show" and several copies of the Picturepages Parent Survey. Julius Oleinich of Compulearn, Inc. advised us to develop such an announcement and to forward it directly to you at WTVQ. He indicated that he would be in contact with you and that you would be expecting the enclosed.

We trust that this is the case and that Happy and Froggle will be able to make an announcement in respect to the Parent Survey. It would be our hope that the announcement can be made daily starting on the 21st of October and ending on the 28th of the same month.

Without understanding the realities of the situation, may we also inquire if it would be possible for WDRB in Louisville and WKYH in Hazard to broadcast the same message? If so, would you be so kind as to undertake such an effort. We will be in contact with Mike Roestler of WDRB and Bill Gorman of WKYH in respect to this matter.

Should you have any additional questions or concerns please contact either myself or Russell Dusewicz at the above telephone number.

Thank you much for your cooperation in this matter.

Very truly yours,

Alan Coller

AC:cc

October 14, 1977

Mike Roestler
WDRB, Channel 41
1051 E. Main St.
Louisville, KY 40206

Dear Mr. Roestler:

Enclosed please find a copy of a memorandum sent to "the members of the Happy & Froggie Show" and several copies of the Picturepages Parent Survey. Julius Oleinich of Compulearn suggested that we advise you of the above in the event that your station would be amenable to making a similar announcement as a public service.

Mr. Charles Harper of WTVQ has been advised that you may be in contact with him to make all necessary arrangements should your response to this request be of a positive nature.

We have asked WTVQ if it was at all possible to broadcast the announcement daily starting on October 21, 1977 and ending October 28, 1977. If your station can do the same it would be greatly appreciated by all concerned.

Should you have any other questions or concerns please call me or Russell Dusewicz at the above number.

Thank you much for your anticipated cooperation in this matter.

Very truly yours,

Alan Coller

AC:cc

October 14, 1977

Bill Gorman
WKYH
569 North Main St.
Hazard, KY 41701

Dear Mr. Gorman:

Enclosed please find a copy of a memorandum sent to "the members of the Happy & Froggle Show" and several copies of the Picturepages Parent Survey. Julius Oleinich of Compulearn suggested that we advise you of the above in the event that your station would be amenable to making a similar announcement as a public service.

Mr. Charles Harper of WTVQ has been advised that you may be in contact with him to make all necessary arrangements should your response to this request be of a positive nature.

We have asked WTVQ if it was at all possible to broadcast the announcement daily starting on October 21, 1977 and ending October 28, 1977. If your station can do the same it would be greatly appreciated by all concerned.

Should you have any other questions or concerns please call me or Russell Dusewicz at the above number.

Thank you much for your anticipated cooperation in this matter.

Very truly yours,

Alan Coller

AC:cc

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

November 29, 1977

Mr. Jesse Amburgey
Executive Secretary
KACAA
212 Washington Street
Frankfort, Kentucky

Dear Jesse:

This is just a note to bring you up to date regarding progress on the evaluation study of the Picturepages program implementation in Kentucky.

As you may be aware, Alan Coller, the testing staff and I were posttesting in Louisville and Lexington during the week of November 7 at the child care centers which were set up as the center-based aspect of the study to assess the practical effectiveness of the Picturepages program in achieving its readiness goals. A total of 123 children in all were tested and have complete pre and post test records. Of this total, 63 children in the experimental group were exposed to the Picturepages program over the twenty-week period, while 60 children in the control group did not participate in the program. Our complete analyses of test results comparing the two groups will be an integral part of the final report which will be submitted at the end of January. However, some preliminary indications and results may be available sometime during the latter part of December, depending upon how efficiently our work progresses.

With regard to the home-based aspect of the study, parent surveys were distributed on a state-wide basis, through CAAs and Long John Silver Seafood Shoppes, during the last two weeks of the Picturepages TV broadcasts. Returns on these survey questionnaires have been very slow in getting back to us in Philadelphia. However, of the 152 we have received so far, the reaction to Picturepages has been overwhelmingly positive. A comprehensive analysis of parent survey responses will also be included in the January final evaluation report.

Some preliminary indications provided by the surveys so far returned have been as follows:

- Using postal zip codes to locate the respondents to the Parent Survey within Kentucky, we find that approximately 70 percent live within an area that received the Picturepages TV broadcast for the full twenty-weeks. Thirty percent only recieved the first 10 weeks of the Picturepages TV broadcast.

- The surveys returned thus far come from 4 major population centers: Louisville, Lexington, Owensboro, and Caldwell.

- In answering Item 8a (Do you think your children enjoyed working with the Picturepage booklets?) 99 percent of all respondents said "YES"; one parent was "UNCERTAIN."

- In answering Item 8d (Do you think your children learned from their involvement with the Picturepages system?) 95 percent of all respondents said "YES"; 8 parents (5 percent) were "UNCERTAIN."

- In responding to Item 8g (Do you want Picturepages to continue?) 97 percent of the parents answered "YES"; 3 percent (4) parents were "UNCERTAIN"

- Over seventy percent of all respondents indicated that they learned something about Community Action Agencies through Picturepages.

We have appreciated all of the assistance you and your staff have given us in the area of evaluation during the program implementation and will try to forward any results of our analyses as soon as they become available.

Sincerely,

Russ

Russell A. Dusewicz
Associate Director of Evaluation

RAD:db

Enclosures

Gentlemen;

Please keep Picturepages on the TV. My Child watches faithfully everyday and is also faithful about picking his booklet up each week at Long John Silvers.

Picturepages has been a valuable asset to my son's educational development. Please try keeping it on the television.

Sincerely,

Mrs. Larry Snyder
3326 Peachtree Ave
Louisville, Kentucky
40215

Dear Editor of Picture Pages,

#1

I'm sorry I didn't have the correct pencil to use, but I wanted to help and I only had an ink pen,

Since my 4 year old son has been watching Picture Pages, I'm really surprised, I never realized how involved he could become.

When It comes on he says "hi!" and just talks to Happy & It really is good for children, I believe.

The only thing I dont

Dear Happy and froggie I have learn about thing I did't no and now I no I gust want you to no and I like you very very much Happy and froggie and you are pretty to me it seem I do pic furepages everyday and I like it very muchand I thing you. And Iam doing it now with you

Good-byby from Cleophus Downing
to Happy and froggie.

Iam 8yearold and Iam in the 3nd grade.
I go the King School.

I Love you?

Audubon Area Head Start

GRANTEE OFFICE
401 WEST THIRD STREET • P. O. BOX 630
OWENSBORO, KENTUCKY 42301
PHONE (502) 683-0488

Serving the Green River Area Development District

November 8, 1977

Mr. Jesse Amburgey
212 Washington Street
Frankfort, KY 40601

Dear Mr. Amburgey:

I am writing in regards to Picturepages. This program has been a real asset to our head start program.

Picturepages have been distributed on a weekly basis to all Head Start children and their families. It has been particularly effective with our home based children. In many areas we serve, television reception was not possible, but parents and children still continue to use the printed material most effectively.

Until the arrival of Picturepages, we were using Capt. Kangaroo curriculum guide developed by a local Head Start Program in Tennessee. By substituting "Picturepages" we have saved approximately $500 a year on printing and postage.

Our teaching staff and parents have been more than satisfied with the literature and materials that have been available through this program.

we are eagerly awaiting any information you have to offer about the continuance of this program.

Please feel free to contact me at anytime if you need any further information concerning our program.

Respectfully,

Linda Likins

Linda Likins
Director of Education

LL/jl

B-8

Nov. 15, 1977

Route 2
Henderson, Ky.
42420

Dear Sir:

I am a Home Educator with Audubon Area Head Start. I work with 3, 4, & 5, year old children, I leave something in the home for the Parent to work with their child.

Picturepages are great for this as well as other lessons.

The parents enjoy working with the child on these & the children love it.

I have had more Picturepages completed than any other materials left.

We cannot get the T.V. program in our area, but it doesn't seem to bother any one, because we love Picturepages.

Joyce Lester

APPENDIX C

CENTER-BASED STUDY EXHIBITS

TABLE OF CONTENTS

Exhibits

C-1. Kentucky-Picturepages Program Content Analysis

C-2. Kentucky-Picturepages Program Task Analysis

C-3. Kentucky-Picturepages Program Instrument Search and Evaluation Results

C-4. Manual of Procedures for Picturepages Testing

C-5. Picturepages Testing Forms
- a. Teacher Information Sheet
- b. Child Care Centers Personnel Description Form
- c. Daily Log
- d. Testing Schedule
- e. Individual Tests Taken Record
- f. Testing Log and Instruction

C-6. Letter from KACAA (May 13, 1977)

C-7. Picturepages Evaluation Form: Site Selection

C-8. Letter from RBS to selected Child Care Centers thanking them for their cooperation (May 26, 1977)

C-9. Attached description of the Picturepages Program

C-10. A description of the Program and the measures to be used in the Evaluation (for center directors)

C-11. Kentucky-Picturepage Program Child Care Center Report

C-12. Letter from RBS to Centers providing instructions re: Report Form and Program Implementation Procedures (July 6, 1977)

C-13. Letter from RBS to Centers requesting Subject Information Review (July 21, 1977)

C-14. Ten-week on-site Child Center Report Summary

C-15. Modified Kentucky-Picturepages Program Child Care Center Report

C-16. Letter from RBS to Centers providing instructions re: Modified Report Form and Implementation Procedures

C-17. A Preliminary Evaluation of the Kentucky-Picturepages Program Report

C-18. Memorandum to CAA Managers of the Picturepage Program re: Child Care Center Questionnaire

C-19. Kentucky-Picturepages Program Child Care Center Report

C-20. Kentucky-Picturepages Program Child Care Center Observations Report Results

A CONTENT ANALYSIS OF THE
KENTUCKY-PICTUREPAGES CURRICULUM
BOOKLET SET A-E

ALPHA-NUMERIC IDENTIFICATION CODES FOR PICTUREPAGES

	A-1	A-2	A-3	A-4	A-5	B-1	B-2	B-3	B-4	B-5	C-1	C-2	C-3	C-4	C-5	D-1	D-2	D-3	D-4	D-5	E-1	E-2	E-3	E-4	E-5	TOTALS
A. GENERAL																										
1. Gross Visual Discrimination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
2. Vocabulary/Naming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
3. Following Directions	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	24
4. Gross Eye-Hand Coordination	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	24
B. LOGIC & REASONING/COMMUNICATION																										
1. Logical Sequencing																										0
2. Story Telling Explanations					X				X	X														X		4
3. Associations, Relationships					X				X	X			X	X	X				X	X				X		9
4. Similarities			X								X	X														3
5. Differences									X															X		2
6. Problem Solving									X				X	X					X	X				X	X	7
C. CONCEPTUAL DEVELOPMENT																										
1. Shapes			X				X					X														3
2. Numerals, Seriation																										0
3. Numerals, Counting																										0
4. Sets/Quantities																										0
5. Colors		X				X	X				X	X														5
6. Relational Concepts	X				*	X		X		*	X			X	*										X	9
7. Prepositions																X					X					2
8. Letters																										0
9. Socialization/Citizenship				X	X					X																3
D. PERCEPTION/DISCRIMINATION																										
1. Shape Discrimination											X	X					X					X				4
2. Speech-Sound Discrimination																		X					X			2
3. Size Discrimination	X					X		X								X										4
4. Color Matching																										0
5. Shape Matching			X	X			X										X					X				5
6. Object Matching		X							X								X					X				4
7. Spacial Visualization																	X					X			X	3
8. Perceptual-Motor Coordination																										0
9. Visual Pursuit		X																								1
10. Size Sequencing								X																		1

*Happy-Sad

C-1

A CONTENT ANALYSIS OF THE KENTUCKY-PICTUREPAGES CURRICULUM
BOOKLET SET F-J

ALPHA-NUMERIC IDENTIFICATION CODES FOR PICTUREPAGES

	F-1	F-2	F-3	F-4	F-5	G-1	G-2	G-3	G-4	G-5	H-1	H-2	H-3	H-4	H-5	I-1	I-2	I-3	I-4	I-5	J-1	J-2	J-3	J-4	J-5	TOTALS
A. GENERAL																										
1. Gross Visual Discrimination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
2. Vocabulary/Naming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
3. Following Directions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
4. Gross Eye-Hand Coordination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
B. LOGIC & REASONING/COMMUNICATION																										
1. Logical Sequencing													X						X					X		3
2. Story Telling Explanations										X	X	X	X						X					X		6
3. Associations, Relationships				X	X		X		X			X		X	X											7
4. Similarities										X		X														2
5. Differences																										0
6. Problem Solving	X	X		X	X			X	X	X	X	X	X	X	X	X			X					X		15
C. CONCEPTUAL DEVELOPMENT																										
1. Shapes																										0
2. Numerals, Seriation													X						X	X				X	X	5
3. Numerals, Counting							X											X								2
4. Sets/Quantities																		X								1
5. Color											X		X			X			X		X			X		6
6. Relational Concepts	X																				X					2
7. Prepositions		X				X					X					X						X				5
8. Letters																										0
9. Socialization/Citizenship					X							X	X											X		4
D. PERCEPTION/DISCRIMINATION																										
1. Shape Discrimination			X								X	X		X			X						X			6
2. Speech-Sound Discrimination																										0
3. Size Discrimination																										0
4. Color Matching			X																							1
5. Shape Matching			X											X			X						X			4
6. Object Matching								X									X			X			X		X	5
7. Spacial Visualization			X											X			X						X			4
8. Perceptual-Motor Coordination																				X					X	2
9. Visual Pursuit																										0
10. Size Sequencing																										0

C-1

A CONTENT ANALYSIS OF THE KENTUCKY-PICTUREPAGES CURRICULUM
BOOKLET SET K-O

ALPHA-NUMERIC IDENTIFICATION CODES FOR PICTUREPAGES

	K-1	K-2	K-3	K-4	K-5	L-1	L-2	L-3	L-4	L-5	M-1	M-2	M-3	M-4	M-5	N-1	N-2	N-3	N-4	N-5	O-1	O-2	O-3	O-4	O-5	TOTALS
A. GENERAL																										
1. Gross Visual Discrimination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
2. Vocabulary/Naming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
3. Following Directions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	24
4. Gross Eye-Hand Coordination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	24
B. LOGIC & REASONING/COMMUNICATION																										
1. Logical Sequencing																										0
2. Story Telling Explanations														X	X					X			X		X	5
3. Associations, Relationships		X		X					X					X				X	X	X		X	X		X	10
4. Similarities																										0
5. Differences																				X						1
6. Problem Solving	X	X		X					X									X	X	X	X	X	X	X	X	12
C. CONCEPTUAL DEVELOPMENT																										
1. Shapes			X					X					X			X										4
2. Numerals, Seriation																										0
3. Numerals, Counting																										0
4. Sets/Quantities										X																1
5. Colors	X						X					X														3
6. Relational Concepts	X	X												*				*				X				5
7. Prepositions																										0
8. Letters																										0
9. Socialization/Citizenship														X	X		X	X								4
D. PERCEPTION/DISCRIMINATION																										
1. Shape Discrimination			X		X	X		X			X		X			X	X				X			X		11
2. Speech-Sound Discrimination																										0
3. Size Discrimination					X	X					X										X					4
4. Color Matching																										0
5. Shape Matching			X		X	X		X			X		X		X	X	X									9
6. Object Matching							X					X								X	X			X	X	6
7. Spacial Visualization		X			X						X						X				X					6
8. Perceptual-Motor Coordination										X						X										2
9. Visual Pursuit							X					X												X		3
10. Size Sequencing																										0

A CONTENT ANALYSIS OF THE
KENTUCKY-PICTUREPAGES CURRICULUM
BOOKLET SET P-T

ALPHA-NUMERIC IDENTIFICATION CODES FOR PICTUREPAGES

	P-1	P-2	P-3	P-4	P-5	Q-1	Q-2	Q-3	Q-4	Q-5	R-1	R-2	R-3	R-4	R-5	S-1	S-2	S-3	S-4	S-5	T-1	T-2	T-3	T-4	T-5	TOTALS
A. GENERAL																										
1. Gross Visual Discrimination	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	25
2. Vocabulary/Naming	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	25
3. Following Directions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	24
4. Gross Eye-Hand Coordination	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	24
B. LOGIC & REASONING/COMMUNICATION																										
1. Logical Sequencing											x															1
2. Story Telling Explanations	x			x	x			x			x				x											6
3. Associations, Relationships	x	x		x	x		x	x	x					x		x		x			x					11
4. Similarities								x		x		x														3
5. Differences				x																						1
6. Problem Solving	x	x	x	x	x		x	x	x	x	x	x		x	x	x	x	x			x		x	x		19
C. CONCEPTUAL DEVELOPMENT																										
1. Shapes																										0
2. Numerals, Seriation						x					x						x						x			4
3. Numerals, Counting						x													x	x					x	4
4. Sets/Quantities											x								x	x					x	4
5. Colors	x					x																	x			4
6. Relational Concepts	x	x			x	x																				4
7. Prepositions															x											1
8. Letters																						x				1
9. Socialization/Citizenship	x				x																					2
D. PERCEPTION/DISCRIMINATION																										
1. Shape Discrimination										x	x															2
2. Speech-Sound Discrimination			x																							1
3. Size Discrimination																										0
4. Color Matching																										0
5. Shape Matching										x		x	x				x					x				5
6. Object Matching																								x		1
7. Spacial Visualization									x																	1
8. Perceptual-Motor Coordination																	x					x				2
9. Visual Pursuit																										0
10. Size Sequencing						x																				1

C-2

KENTUCKY-PICTUREPAGES PROGRAM

TASK ANALYSIS SUMMARY

TASKS	PICTUREPAGES BOOKLETS																				TOTALS	[illegible]
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T		
1. Matching	1	1	1	1	2	0	1	2	3	1	0	1	1	1	0	1	1	2	3	3	26	1
2. Value Judgments	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	7	6
3. Classifications	1	2	2	3	0	2	2	1	1	2	2	0	0	0	1	0	1	2	0	0	27	2
4. Associations	0	1	1	2	1	1	1	1	0	0	1	1	0	2	2	1	1	0	2	1	19	3
5. Part/Whole Configuration	0	0	0	0	1	2	2	1	0	0	2	0	1	0	1	1	2	0	0	0	13	4
6. TEMPORAL Sequencing	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	1	5	7.5
7. Numerical Sequencing	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	4	9
8. Ranking	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	13
9. Object/Picture/Figure Comparisons	1	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	5	7.
10. Picture Completion	1	0	0	1	1	0	0	0	0	0	2	1	2	1	1	0	0	0	0	0	10	5
11. Pattern Completion	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	3	10.5
12. Memory Recall	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17.
13. Tracing-Over	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	15.
14. Maze Completions	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	15.
15. Pursuit	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	3	10.
16. Figure-Ground Discrimination	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	2	13
17. Design Replication	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17.
18. Analogies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	[illegible]
TOTALS	6	6	5	7	6	6	6	6	7	6	7	6	7	6	7	5	6	5	7	8		

KENTUCKY-PICTUREPAGES PROGRAM INSTRUMENT SEARCH AND EVALUATION RESULTS

TEST NAME	GRADES		TESTING TIME	TRAINING REQUIREMENTS	TYPE SCORES	AMOUNT SUB-SCORES	FOCUS	CSE RATINGS	RDS RATINGS
	P	K							
ABC INVENTORY	✓	✓	10-15	✓	TOT	-	Maturity	PFFP	X
Academic Readiness	-	✓							X
Anton Brenner Dev. Gestalt Test of School Readiness	-	✓							X
Apell Test	-	✓							X
Assessment of Children's Language Comprehension	✓	✓	10-15	?	BAT	4	Language	PFFP	X
Basic Concept Inventory	✓	✓	15-25	✓	BAT	4		PFPP	X
Boehm Test of Basic Concepts	-	✓							X
California Test of Mental Maturity	-	✓							X
Canadian Intelligence Test	✓	✓	-	-	TOT	-	Intelligence	PFPP	X
Coloured Progressive Matrices	-	✓					Conceptual		X
Cooperative Preschool Inventory	✓	✓	15-20	SOME	TOT		Readiness	PFFF	✓
Denver Dev. Screening Test	✓	✓	15-20	?	BAT	4	Motor	-	✓
Detroit Test of Learning Apt	✓	✓	60-95						X
Dev. Test of Visual Motor Integration	✓	✓	-	-	TOT	-	Eye-Hand Coor.	FFFP	✓
Early Detection Inventory	✓	-	45						X
ECI: Color Name Inventory	✓	✓	5-8	✓	TOT	-	Colors	-	✓
ECI: Numeral Name Inventory	✓	✓	5-8	✓	TOT	-	Numerals	-	✓
ECI: Prepositions Inventory	✓	✓	8-10	✓	TOT	-	Prepositions	-	✓
ECI: Quantities Inventory	✓	✓	5-8	✓	TOT	-	Quantities	-	✓
ECI: Rel. Concepts Inv/Pre-Mathematics	✓	✓	8-10	✓	TOT	-	Rel. Concepts	-	✓
ECI: Rel. Concepts Inv/Pre-Science	✓	✓	8-10	✓	TOT	-	Rel. Concepts	-	✓
ECI: Set Matching Inventory	✓	✓	5-8	✓	TOT	-	Sets	-	✓
ECI: Shape Name Inventory	✓	✓	3-5	✓	TOT	-	Shapes	-	✓
Evanston Early Individual Scale	- -	✓ ✓							X
Frostig Development Test of Visual Perception	✓	✓	-	-	BAT	6		PFPP	X
Full-Range Picture Vocabulary Test	✓	✓	?	?	TOT	-	Vocabulary	FFFP	✓
Harrison-Stood Reading Readiness Profiles	-	✓							X
Holborn Vocabulary Test for Young Children	✓	✓	?	?	TOT	-	Vocabulary	PFFP	X
Houston Test for Language Development	✓	✓	-	-	TOT	-	Language	PFPP	X
Illinois Test Psycholinguistic Abilities	✓	✓	45-60						X
IPAI Test of G	✓	✓	-	-	TOT	-	Intellignece	PPFP	X
Kahn Intelligence Tests	✓	✓	?	?	TOT	-	Intellignece	FFFP	✓
Kindergarten Evaluation of Language Potential	-	✓							X
Lorge-Thorndike Intelligence Tests	- -	✓							X
Meeting Street School Screening Test	- -	✓							X
Metropolitan Readiness Test	-	✓							X
Minnesota Preschool Scale	✓	✓	-	-	BAT	3		PFFP	✓
Peabody Picture Voc. Test	✓	✓	15-20	✓	TOT	-	Vocabulary	GFFF	✓
Pictorial Test of Intell.	✓	✓	45						X
Porteus Maze Test	✓	✓	15-60						X
Preschool Academic Skills Test	-	✓							X
Primary Mental Abilities	-	✓							X
Quick Screening Scale of Mental Development	✓ ✓	✓	?	?	TOT			P-FP	X
Quick Test	✓	✓	10	✓	TOT	-	Intelligence	PFFP	X
Screening Test of Academic Readiness	✓	✓	60						X
Slosson Intelligence Tests	✓	✓	10-30	✓	TOT	-	Intelligence	-	✓
Sprigle School Readiness Screening Test	-	✓							X
Stanford-Binet Intelligence Scale	✓	✓	30-40	MUCH					X
Stanford Early School Achievement Test	-	✓							X
Valeth Development Survey of Basic Language Abilitie	✓	✓	60-70						X
Van Alstyne Vocabulary Test	✓	✓	?	?	TOT	-	Vocabulary	GGFP	✓
Verbal Language Development Scale	✓	✓	?	?	TOT	-		PGFP	X
Walker Readiness Test for Disadvantaged Children	✓	✓	10-15	✓	TOT	-	Readiness	-	✓
Wechsler Intelligence Scale for Children	-	✓							X
Wechsler Preschool Primary Scale of Intelligence	✓	✓	50-75						X
Wide Range Achievement Test	-	✓							X

MANUAL OF PROCEDURES FOR
PICTUREPAGES TESTING

JUNE 1977

Name: ____________________

Address: ____________________

____

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

CONTENTS

FOREWORD

I THE KENTUCKY-PICTUREPAGES PROGRAM

II ORGANIZATION OF THE RESEARCH FOR BETTER SCHOOLS, INC.

EVALUATION OF THE KENTUCKY-PICTUREPAGES PROGRAM

III JOB DESCRIPTIONS

IV PREPARATIONS AND PROCEDURES BEFORE TESTING BEGINS

V TEST ADMINISTRATION

VI FORMS

VII EXHIBITS

VIII DETAILED PICTUREPAGES DESCRIPTION

FOREWORD

This manual is designed to assist you in your work with the Research for Better Schools, Inc. Kentucky-Picturepages evaluation testing program. It attempts to provide answers for at least some of the questions that may arise.

Never hesitate to ask questions about any phase of your assignment.

It is through your efforts in the field that the success of this project can be judged.

Research for Better Schools, Inc.

Kentucky-Picturepages Evaluation Project

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Research for Better Schools, Inc.
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II. ORGANIZATION OF THE RBS EVALUATION OF THE KENTUCKY-PICTUREPAGES PROGRAM

The Kentucky Association of Community Action Agencies has contracted Research for Better Schools, Inc., a private, non-profit research and development oriented regional educational laboratory to field test/evaluate the Kentucky-Picturepages Program. All evaluation instruments such as tests, materials, and data collection activities are organized and carried-out under the supervision of RBS. Compulearn, Inc., the developers of Picturepages have been consulted relative to the selection of instrumentation and have approved the pretest battery. The RBS representative in the field is called a FIELD-TEST SUPERVISOR. Test administrators, hired locally, are called TEST ASSISTANTS. Test Assistants work in teams that are trained by RBS.

Child Care Centers where the field test programs are to operate are called SITES.

III. JOB DESCRIPTIONS

RBS FIELD TEST SUPERVISOR JOB DESCRIPTION

- Make initial contact with child care center test sites.
- Firm up relationship.
- Make arrangements for locating locally qualified test administrators.
- Hire test assistants (TAs).
- Make arrangements for local training and testing.
- Assist in teaching the RBS administration procedures to TAs.
- Assist in teaching the RBS Picturepage Test Battery to TAs
- Distribute training materials to TAs.
- Determine whether the TAs are qualified and ready for testing.
- Assign TAs to test teams.
- Be certain that all test team members have been properly trained to perform their specific testing duties.
- Monitor testing daily to see that the test teams follow testing procedures.
- Check to see that TAs properly complete all forms.
- Verify days worked by TAs.
- Organize and supervise data collection.
- Arrange for all needed materials to be in Kentucky.
- Arrange for all needed testing materials to be at field test sites.
- Confirm testing sites and times.
- Make up a testing schedule.
- Develop rosters for testing.
- Complete the Teacher Information Form and give it to the center director and teacher before testing begins.

- Check to see that all children assigned to be tested have been tested.
- Rate the performance of the test team on forms provided.
- Visit the center sites, introduce self and project to center personnel, and check testing area.
- Conduct testing so that friction with center personnel and parents is minimized.
- Check worksheets and test booklets daily.

TEST ASSISTANT JOB DESCRIPTION

- Attend a half-day local training session conducted by the Field-Test Supervisor.
- Practice the administration of all the measures with young children.
- Demonstrate conpetence to act as a test administrator and perform clerical duties.
- Provide own transportation to and from the local training session and testing locations within Louisville, Kentucky. Transportation will be provided between Louisville and Lexington.
- Assist the FTS in unpacking test cartons, counting, and checking booklets for blank or missing pages.
- Assist in completing rosters and performing any clerical task requested by the FTS.
- Complete all forms and logs requested by the RBS guidelines.
- Meet with the FTS, the center director and teachers; assist the FTS in establishing testing areas; become familiar with the school building.
- Arrive early at predetermined locators/sites to prepare for testing.
- Help to organize all test materials for the following day of testing.

IV. PREPARATION AND PROCEDURES BEFORE TESTING BEGINS

Preparation begins before test administrator training when the Field Test Supervisor makes the initial contact with Child Care Centers Directors and explains the Kentucky Picture pages Program and the field test/evaluation requirements. Letters are sent to the Child Care Center Directors from RBS confirming plans and explaining the role of the center in testing.

Field Test Supervisor Responsibilities

Prior to local training the FTS must confirm arrangements with the Center Directors and contact persons check and organize the testing and training materials, plan and conduct local training.

Center Directors

(1) Confirm test sites

(2) Determine size of student population

(3) Schedule site visitations

Contact Persons

(1) Locate test administrators

(2) Establish rate to be paid the TAs

(3) Method of reporting work time

(4) Schedules of pay dates for TAs

(5) Responsibility for checking and verifying TA work time

Checking Test Materials

(1) The FTS must check beforehand that the appropriate materials are shipped to Kentucky

(2) Arrangements for storage of test cartons must be made

Visiting Centers

(1) The FTS should call on the directors of each center where testing will take place to explain the testing procedures, rostering requirements, and arrangements necessary for testing

Scheduling of TAs

(1) Transportation requirements

(2) Number of students at center to be tested

(3) Project dates for starting testing

(4) Project testing time on site

Responsibility for Local Training

Local training will be conducted by the Field Test Supervisor. The FTS will assist in teaching the tests and procedures.

The FTS is responsible for seeing that:

(1) All phases of local training are carried out

(2) Standardization of test administration and testing procedures are taught and consistency is maintained

(3) Only TAs who meet the RBS criteria are allowed to test

(4) Drawing up a detailed agenda

(5) Distributing training materials

(6) Teaching test administration and testing procedures

(7) Assigning TAs to teams

(8) Assigning test teams to schools

Training Materials

The following materials are needed for local training:

(1) A copy of Picture pages

(2) Measure of Procedures for Picture pages Testing

(3) Picture pages Test Battery

(4) Peabody Picture Vocabulary Test Kit

(5) Cooperative Preschool Inventory Test Kit

Travel Arrangements

Test assistants are responsible for their own travel and meals.

Forms to be Used by Test Team

- Daily Log
- Individual Tests Taken Record
- Testing Schedule
- Testing Log

RESEARCH FOR BETTER SCHOOLS, INC. (RBS) - TEACHER INFORMATION SHEET

NAME ______________________________

CENTER ______________________________ **DATE** ______________________

As a part of Research for Better Schools, Inc. (RBS) field test and evaluation of the Kentucky-Picturepages Program, sponsored by the Kentucky Association of Community Action Agencies, we will be testing children at your child care center.

The purpose of this study is to evaluate the effectiveness of the Picturepages Program. The evaluation makes no judgments about particular children, teachers or centers.

We plan to test on the following day(s):

	Day 1	Day 2	Day 3	Day 4	Day 5
Day of Week					
Date					
a.m.					
Time p.m.					

We will administer the following instruments:

- Cooperative Preschool Inventory
- Peabody Picture Vocabulary Test
- Walker Readiness Test
- Picturepages Readiness Task Test
- Prepositions Inventory
- Relational Concepts Inventory
- Shape Name Inventory

☐ We will test all the children.i.e., 3's and 4's

☐ We will not test everyone. Only the children listed on the attached page will be tested.

We have tried to plan a schedule that disrupts your center as little as possible. Thank you for allowing us to work with your center.

______________________________ Test Supervisor ______________________Tester

______________________________ Address ______________________Tester

______________________________ ______________________Tester

______________________________ Phone No. ______________________Tester

______________________________ Tester ______________________Tester

______________________________ Tester ______________________Tester

	CHILD'S NAME
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

	CHILD'S NAME
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

We have tried to plan a schedule that disrupts your center as little as possible. Thank you for allowing us to work with your center.

______________________ Test Supervisor ______________________ Tester

______________________ Address ______________________ Tester

______________________ ______________________ Tester

______________________ Phone ______________________ Tester

______________________ ______________________ Tester

______________________ Tester

RESEARCH FOR BETTER SCHOOLS, INC. (RBS) - CHILD CARE CENTERS & PERSONNEL

NAME OF CENTER ____________________

CENTER ADDRESS ____________________

PHONE ____________ CODE ____________

NAME OF CENTER DIRECTOR ____________________

TEACHERS' NAME(s) (1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________
(5) ____________________

TESTING DATES	A.M. TIMES	P.M. TIMES	No. of Children

TRAVEL DIRECTIONS:

OPENING & CLOSING TIMES ______ A.M. ______ P.M. LUNCH ____ NAP ____

SPECIAL COMMENTS: ____________________

TEST TEAM PERSONNEL NAMES: ____________________

TEST TEAM SUPERVISOR: ____________________

ADDRESS: ____________________

PHONE: ____________________

RESEARCH FOR BETTER SCHOOLS, INC. (R.B.S.) DAILY LOG

NAME: ______________________________

DATE	SITE	COMMENTS

RESEARCH FOR BETTER SCHOOLS, INC. (RBS) - TESTING SCHEDULE

CENTER	TEACHER	AM	PM	ALL DAY	NO. OF CHILDREN		DATE
					TOTAL	TESTED	

REMARKS:

RESEARCH FOR BETTER SCHOOLS, INC. (RBS) - INDIVIDUAL TESTS TAKEN RECORD

CHILD CARE CENTER________________________________ PHONE________________________

CENTER ADDRESS__________________________________ DIRECTOR'S NAME________________

____ TESTING DATE____________ Page____of______

ID	NAME	BIRTHDATE	SEX	ETHICAL GROUP	LANGUAGE			CPI	PPVT	PI	RCT	WRT	SNI	PRTT	T
					1st	2nd									

RESEARCH FOR BETTER SCHOOLS, INC. (RBS) - TESTING LOG

TEST ADMINISTRATOR ______________________________ DATE ______________

GROUP TEST CONDITIONS

In the space provided below code group conditions for each category. Write in any explanation required. Be sure to log your time.

	A. EC			B. TA			C. MAT.			D. CHILD PERFORMANCE									E. T
TIME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
START __:__																			
END __:__																			

DESCRIPTION OF INDIVIDUAL CHILD PROBLEMS

In the spaces provided below enter the name of each child whose problems were different. Code each problem category for each child. Write in any explanation required.

	A. EC			B. TA			C. MAT.			D. CHILD PERFORMANCE									E. T
NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

	A. EC			B. TA			C. MAT.			D. CHILD PERFORMANCE									E. T
NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

	A. EC			B. TA			C. MAT.			D. CHILD PERFORMANCE									E. T
NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

	A. EC			B. TA			C. MAT.			D. CHILD PERFORMANCE									E. T
NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

INSTRUCTIONS FOR COMPLETING THE TESTING LOG

The numbers in boxes ☐ are code numbers that refer to problems encountered during testing. These problems are grouped under the following categories: (A) Environmental Conditions, (B) Test Administration, (C) Materials, (D) Child Performance, and (E) Test(s) Not Finished. Check the appropriate code for each category. If there were no problems for that category, mark the appropriate shaded box (i.e., $\boxed{1}$ for Environmental Conditions, $\boxed{4}$ for Test Administration, $\boxed{7}$ for Materials, and $\boxed{10}$ for Child Performance). Be sure that each category of problems is considered for each test administration for each child. Where explanations are required, write in the space provided. You may check as many boxes as are appropriate. However, if the "no problems" box is checked, then the other codes in that section must not be checked.

NOTE: If a test or test section is not completed for any reason, then box $\boxed{19}$ must be checked and an explanation written. This includes any test where the child was presented the test but for some reason there were no entries made.

LOG CODES

A. ENVIRONMENTAL CONDITIONS

$\boxed{1}$ No problems with testing conditions, no disruptions.

$\boxed{2}$ Problems with testing area, i.e., excessive noise interference, inappropriate testing area, not enough space, poor lighting conditions, general discomfort.

$\boxed{3}$ Center or child disrupted during testing (explain if severe), i.e., fire drill, non-test associated person causing disruption, child disruption affecting other children, noises, attractive activity occurring, weather problems.

B. TEST ADMINISTRATION

$\boxed{4}$ No problems with administering tests.

$\boxed{5}$ Problems in test administration, i.e., tester had to repeat instructions frequently, tester had to repeat items frequently.

$\boxed{6}$ Tester made errors during administration (explain in detail).

C. MATERIALS

7 No problems associated with test materials.

8 Problems with test materials, i.e., booklet incorrect (pages blank, out of order, or missing), manipulatives incorrect (pieces missing, broken or non-correlated with instructions), examiner's booklet or testing materials difficult to handle.

9 Absence of tester materials, i.e., administration booklets forgotten, insufficient quantities of consumable tests available.

D. CHILD PERFORMANCE

10 No problem with child's behavior, language or ability to understand and carry out directions.

11 Child was non-responsive or refused to continue (explain).

12 Child appeared to understand English, but had difficulty following instructions or responding as requested.

13 Child had difficulty speaking or understanding English.

14 Child or children inattentive, restless or difficult to control, i.e., child took a long time to settle down, child bored and did not respond fully, child too tired to give full attention to test, child crying.

15 Child sought or received help from another child.

16 Child over-concerned with his/her performance.

17 Child missed or had difficulty with part of test because of child's physical condition (explain and state which items of test missed), i.e., child was or became ill during testing; child had distracting injury; child was without eyeglasses, hearing aid, etc.; child was color blind; child had to go to the bathroom.

18 Special education child (explain), i.e., blind, deaf, mentally retarded, physically handicapped.

E. TEST(S) NOT FINISHED

19 Test(s) started but not completed (explain in detail).

C-6

CAP

Kentucky Association of Community Action Agencies

JESSE L. AMBURGEY, EXECUTIVE SECRETARY

212 Washington Street
Frankfort, Kentucky 40601
(502) 564-4200

MARGARET BROWN
President

CHARLES E. CLEMONS
Vice-President

JOE LOVELL
Secretary

W. TERRY WARD
Treasurer

May 13, 1977

Dr. Dusewicz
Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania 19103

Dear Dr. Dusewicz:

Enclosed is a copy of the Kentucky Licensed Day Care Centers, a road map showing time zones, a Picturepages Distribution Map and a city/county listing.

Look forward to talking with you on Tuesday about where we go from here.

Sincerely,

Jesse L. Amburgey
Executive Secretary

Enclosures

C-7

PICTUREPAGES EVALUATION

COUNTY: ______________________________

Center: ______________________________

Contact Person: ______________________________

Position: ______________________________

Address: ______________________________

____

Phone: ______________________________

1. Willing to participate in evaluation Yes ____ No ____
2. TV in Center Yes ____ No ____ Color ______
3. Can 5 minutes be used for Picturepages Yes ____ No ____
4. Facilities for testing Yes ____ No ____
5. Can we select certain age children (3-6) Yes ____ No ____
6. Is parental permission needed Yes ____ No ____
7. How many classes are there of children

   3-5 yrs. old ______________

   3-6 yrs. old ______________

8. How are these children assigned to each of the different classes ____________

   ____

   ____

9. Would it be possible for the class assignments to be changed

   Yes ____________________ No ____________________

10. Would it be possible to randomly assign children to classes

    Yes ____________________ No ____________________

11. Hours Center is in operation: ______________ a.m. to ______________ p.m.

C-8

ESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

May 26, 1977

We at Research for Better Schools (RBS) are pleased that you have accepted our invitation to participate in the important evaluation of a unique and exciting new preschool children's program coming soon to Kentucky.

Beginning June 13 this new program, "Picturepages," will be broadcast by various TV stations throughout the state. It is being sponsored principally by the Kentucky Association of Community Action Agencies through a grant from the Community Services Administration.

Picturepages involves the viewing of a short TV presentation, daily, in conjunction with multi-colored illustrated pamphlets for use by children in working along with the activities shown on TV. The printed illustrations are geared to teach specific learning objectives in a game-like approach which is not only entertaining, but also provides for direct involvement of each child in a wide variety of performance tasks. Each child is allowed to work at his or her own individual pace and may or may not complete all of the activities presented.

Enclosed is a more detailed description of the Picturepages philosophy and background. Although six other cities (Columbia, S.C., Little Rock, Miami, Memphis, Birmingham, and Pittsburgh) have aired Picturepages, this is the first time that the program will receive state-wide coverage. This will also be the first time, with your help, that the program will be carefully and extensively evaluated.

We look forward to meeting with you soon, answering any additional questions which you may have and working with you cooperatively to make our joint evaluation effort a success.

Sincerely,

Russell A. Dusewicz
Associate Director of Evaluation

RAD:db

Enclosure

C-9

THE PICTUREPAGES PROGRAM

The Picturepages series was conceptualized and designed to meet the critical need for early childhood training in the cognitive domain, a need which has been identified and widely documented. Picturepages, developed and copyrighted by Compulearn, Inc. of Pittsburgh, meets these needs by providing a structured learning experience for children, utilizing a presentation mode (television) that makes the program available to all. In addition, multi-colored illustrated pamphlets are provided to each child so that they may work along with the activities presented on TV.

Picturepages are geared for the non-reader and are designed to stimulate the interest of preschool age children with a fun and entertaining approach to learning. In a sense, the child learns by doing.

The prime objective is to develop fundamental but vitally important skills in logic and reasoning, visual perception and discrimination, auditory discrimination, concept formation, visual-motor coordination and verbal comprehension/communication. Aside from the skill development, what is just as important as the content is the fact that the child "learns" how to follow directions which allows for a smooth transition into formal schooling. The premise being that if a child develops adequate readiness skills the child will have fewer problems in learning, regardless of the subject area.

Picturepages is a unique educational approach in the following ways:

1. Picturepages are geared for the non-reader. Teaching with pictures makes the series readily amenable to bilingual adaptations.
2. The multi-colored illustrations are visually stimulating but not to the point where the stimulation becomes confusing and distracting to the child.
3. The child is able to make motor responses on all of the Picturepages. In a sense, the child learns by doing.
4. The design can be adapted to cover any subject area and the content and difficulty of tasks can be modified to reach any target group or age range.
5. The Picturepages design is geared to success and not failure. Each child is allowed to work at his or her own pace. No one fails!
6. Picturepages can be done with or without an accompanying television presentation.
7. Picturepages affords the child with an opportunity to be directly and actively involved with the lesson presented on television by working with his or her own booklet.
8. Allows for the parent/teacher/caretaker to interact with the child during each presentation and monitor the child's progress from day to day.
9. Teaches the child fundamental but vitally important skills and abilities which provide the child with the readiness "tools" for learning.

Picturepages is presented as a segment of a daily children's TV program with the local personality showing the children, step by step, how to use their Picturepages each day. Though colorful and fun for children to use, Picturepages is a very real teaching tool.

Besides the activity covered by the TV personality, the Picturepage booklet has supplemental activities for the child and teachers or parents to continue playing the "game" and to develop the concepts and skills presented on the TV program.

The Picturepage TV Program differs from much of the existing media programming in that: (1) it is designed to encourage and almost require active participation and involvement of the child and the parent/caretaker as well; (2) provides for use of supportive curricular materials (Picturepage booklets) during and after the telecast.

C-10

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

RESEARCH FOR BETTER SCHOOLS, INC.

KENTUCKY-PICTUREPAGES FIELD TEST AND EVALUATION

A DESCRIPTION OF THE PROGRAM AND THE MEASURES TO BE USED IN THE EVALUATION

I THE KENTUCKY PICTUREPAGES PROGRAM

The Kentucky-Picturepages Program (KPP) has been funded by The Community Services Association (CSA), Region IV. The program is being managed by the Kentucky Association of Community Action Agencies (KACAA). Compulearn, a private corporation based in Pittsburg, Pa., is the developer of Picturepages. Research for Better Schools, Inc., (RBS) a non profit, federally financed, regional educational laboratory, based in Philadelphia, Pa., is conducting a third-party field test and evaluation of the KPP.

Picturepages is an in-the home work-along pre-reading program fitted within the format of hosted local origination children's television programs. Picturepages "gives the parent and child an opportunity to not only work along with a TV presentation, but beyond that, leaves a residual so that they can time and again return to review and rework 'lessons' together. Picturepages is a weekly issued full color didactic (in the full sense of that word--instruction and information coupled with pleasure and entertainment) parent-child preschool readiness material...and it can be produced and delivered into the home for less than 5¢ a week per child, less than a penny a day. (A more detailed description of Picturepages may be found in the Appendices.)"

The CAA's "discovered" Picturepages. OEO funded the first experiment in 1974. The first CAA sponsored program went on the air in Columbia, S.C. in 1974. CAA sponsored programs in Miami, Memphis, Little Rock, and Birmingham soon followed. "The results were gratifying." The KACAA has proposed a state-wide experiment dealing with Picturepages. The series--10 weeks in some parts of Kentucky and 20 weeks in other locations--will be broadcast by over 20 TV stations. Some stations will show only the five-minute Picturepages segment of the "Happy and Froggie" show--the personalities providing TV instruction--while others will carry the entire "Happy and Froggie" half hour program. Some stations will run the five minute Picturepages once and others twice.

Picturepages will be co-distributed by the KACAA's and Long John Silver's Seafood Shoppes. The Picturepages are free.

Provisions have been made to evaluate the effectiveness of the program and the distribution process. Data on the program must be collected that will allow judgements to be made about whether the distribution process is functioning properly and the nature of the changes, if any, the program produces both in the children involved with Picturepages and in the parent-child relations promoted by Picturepages. These are some of the data that must be obtained.

- Classroom measurement
  - The administration of a battery of tests to students
  - Surveys of teachers and teacher aides regarding the attention students pay to the picturepages TV segment and their use of the Picturepages "lessons."
  - Surveys of teachers and teacher aides concerning what takes place in the classroom relative to Picturepages.
- Community measurement
  - Questionnaire sent to parents regarding their and their children's attitudes toward Picturepages. Their use of Picturepages, the time they spend watching and using Picturepages, etc.

- Distribution measurement
  - Surveys of distribution centers concerning receipt and distribution of Picturepages.

Data must be collected over a 20 week period; both before the initiation of the TV series, during the time it is running, and after its termination.

Students never exposed to the Picturepages program must also be studied so that the progress this group makes can be compared with the progress made by children exposed to Picturepages. RBS has chosen to assess the effectiveness of Picturepages on sub groups of child care center students. The students will be assigned randomly to experimental and comparison groups.

The evaluation itself makes no judgments about particular children, teachers, or child care centers; it attempts to assess only the effects of the program on the student population as a group.

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II Test

A Description of the Kentucky-Picturepages Test Battery
C-10

PICTUREPAGES PRETEST TEST BATTERY DESCRIPTION

The Pciturepages Test Battery was chosen in consultation with Compulearn, Inc., the developers of Picturepages. The tests are:

1. Cooperative Preschool Inventory (CPI)
2. Peabody Picture Vocabulary Test (PPVT)
3. Early Childhood Inventories/Prepositions Inventory (PI)
4. Early Childhood Inventories/Relational Concepts Inventory (RCI)
5. Walter Readiness Test for Disadvantaged Preschool Children (WRT)
6. Early Childhood Inventories/Shape Name Inventory (SNI)

These six instruments will be administered to all children.

COOPERATIVE PRESCHOOL INVENTORY (CPI)

The CPI is a relatively brief, norm-referenced and commercially available, assessment and screening procedure designed for individual use with children in the age range of three to six years. It was developed to give a measure of achievement in areas regarded as necessary for success in school. The CPI was revised in 1970, based on the responses of 1,531 children enrolled in over 150 Head Start classes throughout the U.S.

Four factors emerged from a factor analysis of the test: Concept Activation--Numerical and Sensory, Independent Action, Personal-Social Responsiveness, and Associative Vocabulary.

The CPI can be administered in from 12 to 20 minutes.

PEABODY PICTURE VOCABULARY TEST (PPVT)

The PPVT, a norm-referenced and commercially available measure, is designed to provide an estimate of a child's receptive or hearing vocabulary. The test may be given to any English speaking resident of the United States between 2 years 6 months and 18 years who is able to hear words, see the drawing, and has the facility to indicate "yes" and "no" in a manner that communicates.

The PPVT was standardized in 4,012 cases during the period April to June.

Form a will be used for pretesting. The PPVT can be administered in from 8 to 12 minutes.

PREPOSITIONS INVENTORY (PI)

The PI, one of the Early Childhood Inventories, is designed to provide an estimate of a child's hearing vocabulary as it applies specifically to prepositions. The test essentially is a domain-referenced measure in that the included prepositions were selected from a pool of all drawable prepositions. The version of the PI used in this study was modified to include several prepositions used in the Kentucky-Picturepages Program not covered by the prepositions in the original instrument.

The PI, constructed with federal funds, has been used in a number of early childhood education projects including those at the Institute for Developmental Studies, NYU, and the National Assessment of Follow-Through conducted by the Stanford Research Institute (SRI). It is described in Johnson's (1976) "Tests and Measurements in Child Development: Handbook II."

Set A will be used for pretesting. The PI can be administered in from 3 to 5 minutes.

RELATIONAL CONCEPTS INVENTORY (RCI)

The RCI is designed to provide an estimate of a child's hearing vocabulary as it applies specifically to relational concepts or concepts of opposition. For this study, a special criterion-referenced test was constructed from items on the Relational Concepts Inventory/Pre-Math, the Relational Concepts Inventory/Pre-Science--two domain-referenced measures from the Early Childhood Inventories collection--and from new items. The included items are taught either directly or indirectly during the Kentucky Picturepages Program.

The relational concepts inventories from which the RCI was adopted were constructed with federal funds and had been used in a number of early childhood education projects including those at the Institute for Developmental Studies, NYU, and the National Assessment of Follow-Through conducted by the Stanford Research Institute. The two original measures are described in Johnson's (1976) "Tests and Measurements in Child Development: Handbook II."

Set A will be used for pretesting. The RCI can be administered in from 5 to 7 minutes.

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN (WRT)

The WRT, a norm-referenced but non-commercially available measure, is designed to be a culture-fair, nonverbal readiness test for preschool children. The test assesses a child's listening ability; visual activity, imagery, ability to follow instructions, and recognition of similarities, differences, numerical analogies, and missing parts.

The test was developed, under federal financing, in two forms--Form A to identify weaknesses and set up individual remedial programs, and Form B to be administered during the final weeks to assess the efficiency of the program used and the progress of the child.

The A form was standardized in 6,662 children in 364 Head Start and Day Care Centers. Form B was standardized in 5,271 children in 301 Centers.

Form A will be used for pretesting. The form can be administered within 8 to 12 minutes.

SHAPE NAME INVENTORY (SNI)

The SNI, one of the Early Childhood Inventories, is designed to provide an estimate of a child's receptive and expressive vocabulary as it applies specifically to shpaes. The test essentially is a domain-referenced measure in that the included two-dimensional shapes were selected from a pool of drawable two-dimensional shapes. The shapes selected were judged to be the most familiar to young children. For this study one additional shape was added as to include a shape used by the Kentucky-Picturepages Program not found on the original version of the SNI.

The SNI was constructed with federal funds and has been used in a number of early childhood education projects including those at the Institute for Developmental Studies and the National Assessment of Follow-Through conducted by the Stanford Research Institute (SRI). It is described in Johnson's (1976) "Tests and Measurements in Child Development: Handbook II."

Set A will be used for pretesting. The SNI can be administered in from 2 to 4 minutes.

RESEARCH FOR BETTER SCHOOLS, INC.
1700 Market Street
Philadelphia, Pennsylvania 19103

KENTUCKY-PICTUREPAGES PROGRAM CHILD CARE CENTER REPORT

Child Care Center Name ______________ Teacher's Name ______________ Date of Report __________

Center Location (Street) ______________ (City ______________ KY (Zip) __________

Picturepages Week (circle one): A B C D E F G H I J K L M N O P Q R S T

A. Indicate, by circling the appropriate letter, whether or not each of the children in your usual Picturepages group* was present (P) or absent (A) today during the time: (1) when the Happy and Froggie TV presentation was to be aired (TV), and (2) when the Supplementary Activities (SA) were to be presented.

	Child's Name	Date of Birth	Sex	Date ______ MONDAY		Date ______ TUESDAY		Date ______ WEDNESDAY		Date ______ THURSDAY		Date ______ FRIDAY	
				TV	SA	TV	SA	TV	SA	TV	SA	TV	SA
1.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
2.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
3.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
4.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
5.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
6.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
7.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
8.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
9.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
10.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
11.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
12.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
13.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
14.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
15.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
16.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
17.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
18.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
19.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
20.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
21.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
22.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
23.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
24.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
25.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
26.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
27.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
28.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
29.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A
30.				P A	P A	P A	P A	P A	P A	P A	P A	P A	P A

*The "Picturepages group" should consist of those students who were assigned to take an active part in the experiment; that is, those who are to: (1) watch the "Happy and Froggie" Picturepages TV presentation, (2) work with Picturepages booklets, and (3) engage in Supplementary Activities related to Picturepages.

	Monday	Tuesday	Wednesday	Thursday	Friday
B. Indicate, by circling either "Yes" or "No", whether or not the "children" have had, as a group, the opportunity today to:					
(1) watch the Happy and Froggie Picturepages TV presentation	Yes No	Yes No	Yes No	Yes No	Yes No
(2) work with the appropriate Picturepages sheet	Yes No	Yes No	Yes No	Yes No	Yes No
(3) engage in Supplementary Activities related to Picturepages	Yes No	Yes No	Yes No	Yes No	Yes No
C. Indicate how many times your group of children watched the Happy and Froggie Picturepages TV presentation today.	Times	Times	Times	Times	Times
D. Indicate how long your group of children were engaged in Supplementary Activities related to Picturepages today.	Minutes	Minutes	Minutes	Minutes	Minutes
E. Indicate what proportion of today's Supplementary Activities were spent on reviewing the content of Picturepages shown previously.	%	%	%	%	%
F. Indicate, by placing the most appropriate lowercase letter in the box provided in the "day" columns, how you would characterize your group of children today in terms of their: (1) Attentiveness throughout the Happy and Froggie Picturepages TV presentation. (a) Almost all were mostly attentive (b) About 3/4ths were mostly attentive (c) About half were mostly attentive (d) About 3/4ths were mostly inattentive (e) Almost all were mostly inattentive	☐	☐	☐	☐	☐
(2) Motivation to work with the Picturepages sheet and follow the directions given by Happy and Froggie. (a) Almost all made a serious attempt (b) About 3/4ths made a serious attempt (c) About half made a serious attempt (d) About 3/4ths didn't make a serious attempt (e) Almost all didn't make a serious attempt	☐	☐	☐	☐	☐

Comments:

	Monday	Tuesday	Wednesday	Thursday	Friday
(3) Ability to understand and carry out the Picturepages task. (a) Almost all had little or no difficulty (b) About 3/4ths had little or no difficulty (c) About half had little or no difficulty (d) About 3/4ths had some or much difficulty (e) Almost all had some or much difficulty	☐	☐	☐	☐	☐
(4) Ability to understand and carry out the Supplementary Activities suggested by Picturepages. (a) Almost all had little or no difficulty (b) About 3/4ths had little or no difficulty (c) About half had little or no difficulty (d) About 3/4ths had some or much difficulty (e) Almost all had some or much difficulty	☐	☐	☐	☐	☐
(5) Prior mastery of the content of the Picturepages. (a) Almost all had already mastered the content (b) About 3/4ths had already mastered the content (c) About half had already mastered the content (d) About 3/4ths had not previously mastered the content (e) Almost all had not previously mastered the content	☐	☐	☐	☐	☐
G. Indicate, by placing the most appropriate lowercase letter in the box provided in the "day" columns, how you would characterize your group of children today in terms of their: (1) Attitude towards the Happy and Froggie Picturepages TV presentation. (a) Almost all seemed pleased (b) About 3/4ths seemed pleased (c) About half seemed pleased (d) About 3/4ths seemed displeased (e) Almost all seemed displeased	☐	☐	☐	☐	☐
(2) Attitude towards the Picturepages sheet. (a) Almost all seemed pleased (b) About 3/4ths seemed pleased (c) About half seemed pleased (d) About 3/4ths seemed displeased (e) Almost all seemed displeased	☐	☐	☐	☐	☐

Comments:

	Monday	Tuesday	Wednesday	Thursday	Friday
(3) Attitude towards the Supplementary Activities. (a) Almost all seemed pleased (b) About 3/4ths seemed pleased (c) About half seemed pleased (d) About 3/4ths seemed displeased (e) Almost all seemed displeased	☐	☐	☐	☐	☐
H. Indicate, by placing the most appropriate lowercase letter in the box provided in the "day" columns, the degree to which you, as a teacher, were satisfied today with the quality of the: (1) Happy and Froggie Picturepages TV presentation. (a) Extremely Satisfied (b) Moderately Satisfied (c) Equally as Satisfied as Dissatisfied (d) Moderately Dissatisfied (e) Extremely Dissatisfied	☐	☐	☐	☐	☐
(2) Picturepages sheet. (a) Extremely Satisfied (b) Moderately Satisfied (c) Equally as Satisfied as Dissatisfied (d) Moderately Dissatisfied (e) Extremely Dissatisfied	☐	☐	☐	☐	☐
(3) Supplementary Activities suggested by Picturepages. (a) Extremely Satisfied (b) Moderately Satisfied (c) Equally as Satisfied as Dissatisfied (d) Moderately Dissatisfied (e) Extremely Dissatisfied	☐	☐	☐	☐	☐

PLEASE RETURN THIS COMPLETED FORM AS SOON AS POSSIBLE.

COMMENTS:

C-12

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA. 19103 / 215 561 4100

July 6, 1977

Dear

We are now going into our fifth week of Picturepages and from my phone conversations with all participating centers in the evaluation study, everything seems to be going smoothly. Both children and teachers seem to enjoy the program. We are looking forward to what the results of the evaluation will show. In order to obtain clear evaluation results, whether positive or negative, we need to have a successful tryout of the program, and with everyone working together, we are proceeding to do just that.

Remember that there are three elements which can insure a successful tryout of the Picturepages program:

(1) Making sure that all of the experimental or Picturepage children watch the Happy and Froggie TV presentation every day.

(2) Making sure that all of the experimental children work along with their Picturepage booklets during the TV presentation.

(3) Making sure that the experimental children attend a follow-up session designed to reinforce some of the concepts learned through picturepages.

Remember also that no children from the control or comparison group should be watching the show or using the pages at your center. If some children from the experimental group drop out or are absent for a prolonged period of time, they should not be replaced. Also, you should not make a deliberate effort to introduce concepts from Picturepages in the daily classroom routine for all children, except for those situations in which you normally would have done so even if you had not been participating in the Picturepages program.

Many of you have been jotting down comments here and there regarding the content or technical quality of the Picturepages broadcasts or booklets and the children's reactions to them. Enclosed you will find a form which we have developed which will help to structure these observations. Please use this at each session if you can, and return to us at the end of each week.

Your continued cooperation in making this evaluation effort a successful one is appreciated. As always, if any problems or questions arise, do not hesitate to call me collect at 215-561-4100.

Sincerely,

Russell Dusewicz
Associate Director of Evaluation

RD:cc

Encl.

C-13

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA. 19103 / 215 561-4100

July 21, 1977

Mrs. Helen Mandelbaum
Wesley Community House
805 East Washington St.
Louisville, KY 40206

Dear Mrs. Mandelbaum:

I have enclosed our lists of "experimental" and "control" students. Would you be so kind as to review these two lists and make corrections should any be necessary. We are concerned with (1) the spelling of names, (2) birthdates, and (3) sex of student.

We would appreciate your prompt response so that we can modify our records and computer cards in order to begin our analyses of the data.

Our thanks to you and wishing you a pleasant summer.

Sincerely,

Alan Coller
Alan Coller
Senior Evaluator

Russ
Russell Dusewicz
Associate Director of Evaluation

Child Care Center Report Summary

Response to the Picturepages program at the CCC's varied. Reported problems with the program can be divided into two areas. One area of difficulty was the administrative strains the program put upon the staff of the centers. The other area of problems involved weaknesses in the quality and content of the television show and the Picturepages themselves. Listed below is each CCC with brief comments and suggestions made by the directors and teachers of the centers.

SITE 1

Had a very hard time, administratively handling the program. Needed extra staff to handle the disruption and reorganization of the classrooms for the T.V. program. Unclear about types of records that were requested. Program (T.V.) was very dull in black and white. Time of day for program (late afternoon) not conducive for children's attention. Picturepages pictures difficult to interpret and material was beyond the abilities of the younger children. Parental suspicions and misunderstanding of program. Ceased participation in the program after the seventh week.

SITE 3

Kids loved it. A little difficult for 3 year olds. Did not receive or lost record forms. No staff problems.

SITE 4

Picturepages pictures too small and too crowded, should be larger and have less detail. Should have only one topic a week versus skipping around. Confusion over directions on recording data. Poor attendance of children during the summer. Material beyond 3's but bores 4's and 5's. Kids not interested, would rather be outside playing.

SITE 2

Many children dropped out. The clown on the T.V. program moves and talks too rapidly. Too advanced for 3 year olds but 4 year olds like it, maybe have already mastered the skills needed. Staff juggling and administrative problems. Time of day terrible, children restless and want to go home. T.V. program is too short, five minutes is not long enough.

SITE 5

Material too difficult for children. Program too short. Poor time of day. Missed two weeks of program due to broken T.V.

SITE 6

Remodelling center during summer has made it difficult handling the program. Haven't kept accurate attendance records. Younger children can't grasp what is going on. Problem dividing up class for just 5 minutes.

SITE 7

Problems acquiring a T.V. Material too advanced for younger children. Presentation on television is too fast for children.

RESEARCH FOR BETTER SCHOOLS, INC.
1700 Market Street
Philadelphia, Pennsylvania 19103

KENTUCKY-PICTUREPAGES PROGRAM CHILD CARE CENTER REPORT

Child Care Center Name ______________ Teacher's Name ______________ Date of Report ________

Center Location (Street) ______________ (City) ______________ KY (Zip) ________

Picturepages Phase (check one): ☐ FIRST TEN ☐ SECOND TEN

A. On the average, what proportion of the "Picturepages group"* normally present during the day would take part in each of the following Picturepages activities: (1) when the Happy and Froggie TV presentation was to be aired and (2) when the Supplementary Activities were to be presented.

Happy and Froggie
(1) ☐ %

Supplementary Activities
(2) ☐ %

B. Approximately, how many days during the preceding 10 weeks (50 days) of the Picturepages Program did the "experimental" children have, as a group, the opportunity to:

(1) watch the "Happy and Froggie" Picturepages TV presentation (note that you should take into account, for example, the number of days the program itself was not broadcast or was a repeat and/or the TV set was either malfunctioning, not turned on in time, or otherwise not available for use)? ☐ days

(2) work with the appropriate Picturepages sheet? ☐ days

(3) engage in Supplementary Activities related to Picturepages? ☐ days

---

C. Approximately, how many days during the preceding 50 days of the Picturepages Program did your group of Picturepages children have the opportunity to watch the TV presentation more than once a day? ☐ days

---

*The "Picturepages group" should consist of those students who were assigned to take an active part in the experiment; that is, those who are to: (1) watch the "Happy and Froggie" Picturepages TV presentation, (2) work with Picturepages booklets, and (3) engage in Supplementary Activities related to Picturepages.

D. Whenever possible, your group of Picturepages children were to engage in Supplementary Activities related to the daily Picturepages presentation. The amount of time spent on such activities could vary from day to day. For example, on some days the Supplementary Activity sessions could have taken place in from 17 to 24 minutes, on other days from 1 to 8 minutes; and, on still other days, no time (i.e., "0" minutes) may have been given over to these special sessions. You are to imagine the typical Picturepages week and indicate, for that week, approximately how many of the five days Supplementary Activity sessions took place within each of the six "lengths of time" listed to the right.

Length of Time (in minutes)	Days
0	
1 - 8	
9 - 16	
17 - 24	
25 - 32	
33+	
TOTAL	5 days

E. Considering the typical Picturepages week, indicate what proportion of the Supplementary Activity sessions, taken together, would ordinarily be spent reviewing the content of Picturepages shown previously.

☐ %

F. Considering the typical Picturepages week indicate, for each of the situations described below, how many days each of the behavioral descriptions listed would ordinarily characterize your group of children in respect to their:

(1) Attentiveness throughout the Happy and Froggie Picturepages TV presentation

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all were mostly attentive	
About 3/4ths were mostly attentive	
About half were mostly attentive	
About 3/4ths were mostly inattentive	
Almost all were mostly inattentive	
TOTAL	5 Days

(2) Motivation to work with the Picturepages sheet and follow the directions given by Happy and Froggie

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all made a serious attempt	
About 3/4ths made a serious attempt	
About half made a serious attempt	
About 3/4ths didn't make a serious attempt	
Almost all didn't make a serious attempt	
TOTAL	5 Days

(3) Ability to understand and carry out the Picturepages task

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all had little or no difficulty	
About 3/4ths had little or no difficulty	
About half had little or no difficulty	
About 3/4ths had some or much difficulty	
Almost all had some or much difficulty	
TOTAL	5 Days

(4) Ability to understand and carry out the Supplementary Activities suggested by the Picturepages

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all had little or no difficulty	
About 3/4ths had little or no difficulty	
About half had little or no difficulty	
About 3/4ths had some or much difficulty	
Almost all had some or much difficulty	
TOTAL	5 Days

(5) Prior mastery of the content of the Picturepages

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all had not previously mastered the content	
About 3/4ths had not previously mastered the content	
About half had already mastered the content	
About 3/4ths had already mastered the content	
Almost all had already mastered the content	
TOTAL	5 Days

G. Considering the typical Picturepages week indicate, for each of the situations described below, how many days each of the attitudinal descriptions listed would ordinarily characterize your group children in respect to their:

(1) Attitude towards the Happy and Froggie Picturepages TV presentation

ATTITUDINAL DESCRIPTIONS	DAYS
Almost all seemed pleased	
About 3/4ths seemed pleased	
About half seemed pleased	
About 3/4ths seemed displeased	
Almost all seemed displeased	
TOTAL	5 Days

(2) Attitude towards the Picturepages sheets

ATTITUDINAL DESCRIPTIONS	DAYS
Almost all seemed pleased	
About 3/4ths seemed pleased	
About half seemed pleased	
About 3/4ths seemed displeased	
Almost all seemed displeased	
TOTAL	5 Days

(3) Attitudes towards the Supplementary Activities

ATTITUDINAL DESCRIPTIONS	DAYS
Almost all seemed pleased	
About 3/4ths seemed pleased	
About half seemed pleased	
About 3/4ths seemed displeased	
Almost all seemed displeased	
TOTAL	5 Days

COMMENTS:

H. Considering the *typical* Picturepages week indicate, for each of the situations described below, how many days each of the listed attitudinal descriptions would ordinarily characterize the degree to which *you*, as a teacher, was satisfied with the quality of the:

(1) Happy and Froggie Picturepages TV presentation

ATTITUDINAL DESCRIPTIONS	DAYS
Extremely Satisfied	
Moderately Satisfied	
Equally as Satisfied as Dissatisfied	
Moderately Dissatisfied	
Extremely Dissatisfied	
TOTAL	5 Days

(2) Picturepages sheets

ATTITUDINAL DESCRIPTIONS	DAYS
Extremely Satisfied	
Moderately Satisfied	
Equally as Satisfied as Dissatisfied	
Moderately Dissatisfied	
Extremely Dissatisfied	
TOTAL	5 Days

(3) Supplementary Activities Suggested by the Picturepages

ATTITUDINAL DESCRIPTIONS	DAYS
Extremely Satisfied	
Moderately Satisfied	
Equally as Satisfied as Dissatisfied	
Moderately Dissatisfied	
Extremely Dissatisfied	
TOTAL	5 Days

COMMENTS:

Dear

We are now going into the second ten weeks of Picturepages and from my phone conversations with participating centers in the evaluation study, things seem to be going smoothly for the most part. Both children and teachers generally seem to enjoy the program. We are looking forward to what the results of the evaluation will show. In order to obtain clear evaluation results, whether positive or negative, we need to have a successful tryout of the program, and with everyone working together, we are proceeding to do just that.

Remember that there are three elements which can insure a successful tryout of the Picturepages program:

(1) Making sure that all of the experimental or Picturepage children watch the Happy and Froggie TV presentation every day.

(2) Making sure that all of the experimental children work along with their Picturepage booklets during the TV presentation.

(3) Making sure that the experimental children attend a follow-up session designed to reinforce some of the concepts learned through picturepages.

Remember also that no children from the control or comparison group should be watching the show or using the pages at your center. If some children from the experimental group drop out or are absent for a prolonged period of time, they should not be replaced. Also, you should not make a deliberate effort to introduce concepts from Picturepages in the daily classroom routine for all children, except for those situations in which you normally would have done so even if you had not been participating in the Picturepages program. Keeping a record of attendance on the part of the children in the Picturepages group would be of considerable help to us.

Many of you have been jotting down comments here and there regarding the content or technical quality of the Picturepages broadcasts or booklets and the children's reactions to them. Enclosed you will find a form which we have developed which will help to structure these observations. Please use this form to describe your observations and reactions to the first ten weeks of the Picturepages Program. Please return the form as soon as possible. Thanks.

Your continued cooperation in making this evaluation effort a successful one is appreciated. As always, if any problems or questions arise, do not hesitate to call me collect at 215 561-4100.

Sincerely,

Russell A. Dusewicz
Associate Director of Evaluation

RD:cc

Encl.

C-17

A PRELIMINARY EVALUATION
OF THE
KENTUCKY PICTUREPAGES PROGRAM

Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania 19103

September 30, 1977

EXECUTIVE SUMMARY

As part of a twenty-week overall evaluation study of the Picturepages Program in the Commonwealth of Kentucky, preliminary results over the first ten weeks were obtained on a small sample of 41 preschool children. These children were from experimental and control groups in two child care centers which, because of administrative difficulties, decided to withdraw from continued participation in the larger overall evaluation study.

All participants were pre- and posttested on a variety of norm- and domain-referenced instruments including: the Peabody Picture Vocabulary Test; the Prepositions Inventory; the Relational Concepts Inventory; the Cooperative Preschool Inventory; the Shape Name Inventory; and the Walker Readiness Test.

Repeated measures analyses of variance were conducted on all variables of interest utilizing the interaction effect as a measure of treatment impact. All interaction effects examined were found to be nonsignificant with the exception of Peabody Picture Vocabulary percentile rank scores which indicated a statistically significant treatment impact exceeding the .05 level of confidence.

Caution is recommended in drawing any conclusions based on these results because of their preliminary nature as well as unresolved questions concerning representativess of the small sample involved.

INTRODUCTION

The purpose of this report is to present the results of a preliminary evaluation of the Kentucky Picturepages Program. This preliminary evaluation is based on a small sample of children completing the first ten weeks of a planned twenty-week evaluation study.

These sample children were drawn from two of seven child care centers which were originally scheduled to participate for the full twenty-week period. The two centers in question decided, for reasons of administrative difficulty, to withdraw from the study. They did however, at the same time, offer to cooperate in a separate, and previously not planned, evaluation of program effects on those of their children who had participated during the first ten program weeks. The balance of this report represents preliminary evaluation findings based on the results of pre- and posttesting of the small sample of children from these two centers.

Considerable caution should be exercised in interpreting the results of this preliminary evaluation due to a number of factors, including: the extremely short program period and inter-test interval; the small number of children involved; the question of representativeness and normality of the sample; and the administrative problems experienced at the centers in question which may have affected program implementation.

PROGRAM DESCRIPTION

The Picturepages series was conceptualized and designed to meet a critical need for early childhood training in the cognitive domain, a need which has been identified and widely documented. Picturepages, developed by Compulearn, Inc. of Pittsburgh, seeks to meet this need by providing a structured learning experience for children, utilizing a presentation mode (television) that makes the program available to all. In addition, multi-colored illustrated pamphlets are provided to each child so that they may work along with the activities presented on TV. Picturepages are geared for the non-reader and are designed to stimulate the interest of preschool age children with a fun and entertaining approach to learning.

The principal objective is to develop fundamental skills in logic and reasoning, visual perception and discrimination, auditory discrimination, concept formation, visual-motor coordination and verbal comprehension/communication. The premise is that if a child develops adequate readiness skills the child will have fewer problems in later learning, regardless of the subject area.

Picturepages is presented as a segment of a daily children's TV program with the local personality showing the children, step by step, how to use their Picturepages each day in a "game-like" fashion. Besides the activity covered by the TV personality, the Picturepage booklet has supplemental activities for the child and teachers or parents to continue playing the "game" and to develop the concepts and skills presented on the TV program.

The Picturepage TV Program differs from much of the existing media programming in that: (1) it is designed to encourage and almost require active participation and involvement of the child and the parent/care-giver as well; and (2) provides for use of supportive curricular materials (Picturepage booklets) during and after the telecast.

The Picturepages Program has been implemented in the Commonwealth of Kentucky on a state-wide basis since July of 1977. A group of television stations have been engaged to broadcast Picturepages "mini-lessons" of five minutes each as part of their children's programming on a daily basis for a period of twenty weeks. Each week approximately 80,000 Picturepage booklets covering that week's activities are available to the public through state, community and commercial establishments throughout Kentucky.

The overall implementation of the Picturepages Program in Kentucky is supported by a grant from the Community Services Administration (Region IV) to the Kentucky Association of Community Action Agencies. Other participating agencies include: Compulearn, the developer of the program, which is responsible for preparation, promotion and delivery of the televised and printed components; WTVQ in Lexington, which is responsible for including the program as an integral part of its "Happy and Froggie" children's broadcast; Community Action Agencies, Kentucky Department of Human Resources Centers and Long John Silver establishments, which are participating in distribution of the Picturepage Booklets; and Research for Better Schools (RBS), responsible for conducting an independent evaluation of the Picturepages Program.

EVALUATION PLAN

The evaluation design employed by Research for Better Schools to evaluate the Picturepages Program has two focuses, one on program processes and one on program outcomes. Process evaluation focuses on program implementation. Outcome evaluation is directed toward program effects. Process evaluation serves to document the program actually implemented, signal operational problems, and provide a context for interpreting program outcomes. Outcome evaluation assesses the validity of program effectiveness claims. While the overall design developed by RBS involves both process and outcome evaluation, the concern of the present report is on the latter of these two.

Outcome Evaluation Design

Since the facilitation of skills acquisition is the central intention of the Picturepages Program, this outcome is evaluated using a true experimental design to maximize the conclusiveness of results. The fact that the Picturepages Program is freely available throughout the state dictates that such a design be implemented under highly controlled conditions to avoid intergroup contamination. This called for careful group construction, closely monitored treatments, and highly structured measurement procedures. These requirements in turn indicated subject groups of moderate size. The design as presently implemented includes two subject groups, one experimental and one control group, in each of seven sites within the state.

The distinguishing feature of a true experimental design is the availability of subject groups which minimize experimental bias. Procedures minimizing bias are involved in formulation of the subject pool and assignment of subjects to experimental or control treatments.

A review of the available sources of subject groups led to the conclusion that the groups be drawn from existing child care center populations. Seven sites in the Louisville and Lexington areas of Kentucky were selected with a total of 235 children participating in the study. Children were randomly assigned to experimental and control groups at each site. Only experimental groups view the Picturepages telecasts and utilize the printed materials. Both groups are pretested and posttested on the same battery of measures.

This approach had several crucial advantages. It allowed relatively rapid group constitution; this was especially important in light of the short lead time prior to implementation. It also reduced treatment contamination since controls did not have direct access to the experimental program. In addition to minimizing the problems of maintaining samples during the summer months, this design strategy also greatly enhanced the cost-effectiveness of the evaluation.

Other outcome evaluation questions which are part of the overall evaluation, centering upon effects on learning readiness attitudes and learning-related parent-child interactions, are to be assessed independently using a parent survey.

Instrumentation

This segment of the outcome evaluation required instruments which reliably and validly measure learning readiness skills. A review of available measures was conducted during the planning stages of the evaluation.

Because the Kentucky Picturepages Program was to be of short duration (20 weeks) and of low intensity (5 minutes daily for the televised segment and, on the average, 10 minutes daily supplementary activities) it was not to be especially expected that the experimental children would change dramatically on measures of general achievement. The basic orientation to the evaluation, therefore, was to assess changes in both specific and general achievement with emphasis on the former. Toward this purpose, the study utilized a combination of norm-, criterion-, and domain-referenced instruments selected (and, when necessary, modified) on the basis both of a systematically conducted content analysis of the 100 Picturepages chosen for the Kentucky program and an analysis of the primary and secondary benefits purported for the Picturepages Program in general.

The Peabody Picture Vocabulary Test (PPVT) was selected as a general measure of receptive vocabulary--a secondary benefit of the program. The Cooperative Preschool Inventory (CPI) was chosen, first as a general measure of school readiness, and, second as a basis for obtaining rough measures of specific types of skills, some of which assess entry level behaviors. The Walker Readiness Test (WRT) was selected primarily as a means for assessing--in somewhat of a culture-fair manner--general readiness and visual discrimination skills; respectively, primary and secondary benefits purported for the program. These three measures not only form the norm-referenced portion of the battery but also serve as the source of criterion- and domain-referenced measures when sub-test scores are computed.

Instruments from the Early Childhood Inventories were chosen to assess specific content domains. Two domain-referenced measures, the Prepositions Inventory (PI) and the Shape Name Inventory (SNI) were used with some additions. After deleting items from two relational concepts inventories and adding others, a criterion-referenced inventory--the Relational Concepts Inventory (RCI)--was developed to assess all the relational concepts taught in the Kentucky-Picturepages Program.

Variables of Concern

The variables listed below represent those analyzed for the evaluation of the two sites involved in the ten-week study. Most, but not all, of the variables listed below are of goal or content relevance to the Picturepages.

1. Peabody Picture Vocabulary Test (PPVT)
    - (a) Adjusted Percentile Rank Scores (Y3)
2. Prepositions Inventory (PI)
    - (a) Total Raw Score (Y5)
3. Relational Concepts Inventory (RCI)
    - (a) Total Raw Score (Y6)
4. Cooperative Preschool Inventory (CPI)
    - (a) Adjusted Percentile Rank Scores (Y11)
    - (b) Factor A: Personal-Social Responsiveness/Raw Score (Y12)
    - (c) Factor B: Associative Vocabulary/Raw Score (Y13)
    - (d) Factor C: Concept Activation-Numerical/Raw Score (Y14)
    - (e) Factor D: Concept Activation-Sensory/Raw Score (Y15)
    - (f) Parts of Body (Y16)
    - (g) Color Names/Raw Score (Y17)
    - (h) Drawing/Raw Score (Y18)
5. Shape Name Inventory (SNI)
    - (a) Total Raw Score (Y19)
6. Walker Readiness Test (WRT)
    - (a) Adjusted Percentile Rank Scores (Y21)
    - (b) Factor I: Similarities/Raw Score (Y22)
    - (c) Factor II: Differences Sub-Test A/Raw Score (Y23)
    - (d) Factor II: Differences Sub-Test B/Raw Score (Y24)
    - (e) Factor II: Differences Sub-Test C/Raw Score (Y25)
    - (f) Factor III: Numerical Analogies (Y27)
    - (g) Factor IV: Missing Parts (Y28)

PRELIMINARY RESULTS

Forty-one children enrolled in two field study sites--which due to administrative difficulties, requested to be dropped from the Kentucky Picturepages Program after only 10 weeks of participation--were pre- and posttested with the Kentucky Picturepages-RBS Test Battery. Eighteen children were not available at posttest time. Children were administered norm- and domain-referenced instruments selected on the basis of their relation to the content and goals of the Kentucky Picturepages Program. The following instruments were administered: Peabody Picture Vocabulary Test (PPVT), Prepositions Inventory (PI), Relational Concepts Inventory (RCI), Cooperative Preschool Inventory (CPI), Shape Name Inventory (SNI), and the Walker Readiness Test (WRT).

Nineteen variables were derived from these six measures for the ten-week Study. Using repeated measures analyses of variance, each of the 19 variables was examined for the main effects of the treatment (Group) and of pre- to posttest gains (Time). The interaction effect of Group X Time (GXT) was also examined. This latter effect is crucial for this study.

For none of the 19 variables did the main effect of treatment (Group) reach an acceptable level of significance. For 14 of the 19 variables the main effect of Time reached an acceptable level of significance. In all but one of these cases the data show a gain from pretest to posttest. In all likelihood, the use of different--probably nonequivalent--forms of the WRT for pre- and posttesting was the root cause for the apparent losses.

The Group X Time interaction effect reached an acceptable level of significance in only one instance. A visual inspection of the Peabody Picture Vocabulary Test results in terms of adjusted Percentile Rank scores shows what appears to be an initial difference favoring the Control Group which is, by posttesting time, overcome by the Experimental Group. The interaction effect for the Concept Activation-numerical factor of the Cooperative Preschool Inventory tended toward significance, $p = .095$. In this instance, the two groups appear to start out at about the same level but the Control Group makes a moderate gain while the Experimental Group stays at about the same level as before. Any speculation about this latter "non-significant" outcome must be balanced with the results of the Numerical Analogies factor of the Walker Readiness Test. The interaction, $p = .225$, is non-significant as in the case above. An inspection however, of the interaction, reveals that the Experimental Group overcomes an initial deficit and surpasses the Control Group at posttesting.

A final set of cautions with respect to the interpretation of the above results must be made. First, the more appropriate statistic for the examination of these data is a multivariate repeated measures analysis--such an analysis is currently in progress but could not be made available in time for this report. Following from this, it is to be understood that when a given statistic is applied to a large set of variables some effects may reach established levels of significance just by chance alone. Thus, the interaction effect reported for the PPVT--while possibly a true and reliable result--may be an outcome which has come about by chance. The same must be said about the other variables discussed above whose interaction effect tends toward significance.

A second caution must be made with respect to inferring anything about the potential results of the twenty-week study from the outcomes of the ten-week study. For one, the sample is quite small and in such cases a higher mean difference generally must be produced before an acceptable level of significance can be reached. Also, the sample itself is probably not truly representative of the larger group for a variety of reasons. Finally, the child care centers from which the children for the ten-week study were drawn are unique in that the administrative problems they encountered in operating under the demands/rigor of a true experiment was more than that with which they could cope. It is likely, therefore, that the treatment the Experimental children received under these conditions may be different from that provided in other field sites.

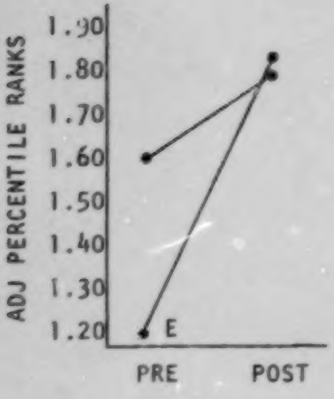
Following, in summary form, are presented the analysis tables and results of the ten-week preliminary study.

1. Peabody Picture Vocabulary Test (PPVT)

(a) Adjusted Percentile Rank Scores* (Y3)

	EXP	CON	
PRETEST	1.21	1.63	
POSTTEST	1.86	1.84	
N	18	19	(37)**

	GROUP	TIME	GXT
F RATIO	1.02	17.23	4.38
PROBABILITY	NS	.0001	.044



DISCUSSION: A significant main effect of time was found as well as an interaction effect. From a visual inspection it appears as if the Experimental Group overcame an initial difference and at posttesting is functioning at the same level as Control Group students.

Because of the anticipated interest in this variable the data and figure below describe results for Unadjusted Percentile Rank Scores,*** n = 37.

	EXP	CON	
PRETEST	35.44	53.53	
POSTTEST	61.78	62.11	
N	18	19	(37)

	GROUP	TIME	GXT
F RATIO	1.24	17.90	4.63
PROBABILITY	NS	.0001	.038

*The percentile ranks were adjusted using an arcsine transformation.

**This data does not include the scores of children for whom a basal was unattainable.

***The averaging of such scores must be regarded with caution since percentiles do not constitute an equal interval scale.

2. Preposition Inventory/Early Childhood Inventory (PI)

(a) Total Raw Score (Y5) - 20 Items

	EXP	CON
PRETEST	11.95	11.38
POSTTEST	12.35	12.24
N	20	21 (41)

	GROUP	TIME	GXT
F RATIO	0.09	1.85	0.24
PROBABILITY	NS	NS	NS

DISCUSSION: None of the effects reached a meaningful level of significance. One should note, however, that only 2 of the 50 lessons of the first ten weeks deals with prepositions.

3. Relational Concepts Inventory/Early Childhood Inventory (KCI)

(a) Total Raw Score (Y6) - 32 Items

	EXP	CON
PRETEST	22.85	22.67
POSTTEST	23.60	23.57
N	20	21 (41)

	GROUP	TIME	GXT
F RATIO	0.00	1.06	0.01
PROBABILITY	NS	NS	NS

DISCUSSION: None of the effects reached a meaningful level of significance. The fact that there is no pretest to posttest effect is somewhat surprising in that concepts of opposition are dealt with in 9 of the 50 first ten-week Picturepages lessons. The RCI assesses 16 concepts of opposition; the first half measures a full set and the second half the opposites of those found in the first half. Additional analysis reveals that there were significant pre- to posttest differences on the second half test but not on the first. What this means has yet to be determined fully.

4. Cooperative Preschool Inventory (CPI)

(a) Adjusted Percentile Rank Scores (Y11) - 64 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	2.02	2.25		F RATIO	1.01	15.66	0.09
POSTTEST	2.34	2.52		PROBABILITY	NS	.0001	NS
N	18	18	(36)				

DISCUSSION: The main effect of Time was the only effect to reach a meaningful level of significance. A visual inspection of the results indicate that the gains made by the two groups tend to parallel each other. Data in respect to unadjusted percentile rank scores are presented below:

	EXP	CON	
PRETEST	66.15	71.40	
POSTTEST	79.20	85.70	
N	20	20	(40)

(b) C[illegible]I-Factor A: Personal-Social Responsiveness/Raw Score (Y12) - 18 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	12.70	12.25		F RATIO	0.01	18.90	0.80
POSTTEST	13.95	14.15		PROBABILITY	NS	.0001	NS
N	20	20	(40)				

DISCUSSION: The main effect of Time was the only effect to reach a meaningful level of significance.

(c) CPI-Factor B: Associative Vocabulary/Raw Score (Y-13)* - 12 items

	EXP	CON	
PRETEST	5.25	6.35	
POSTTEST	7.70	7.70	
N	20	20	(40)

	GROUP	TIME	GXT
F RATIO	0.27	20.36	1.71
PROBABILITY	NS	.0001	NS

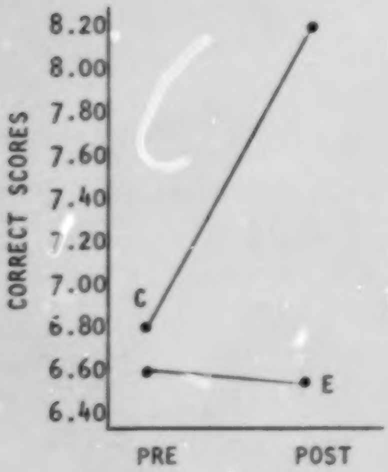
DISCUSSION: The main effect of Time was the only effect to reach a meaningful level of significance.

*This is not a traditional measure of association nor of vocabulary.

(d) CPI-Factor C: Concept Activation-Numerical/Raw Score (Y-14) 15 items

	EXP	CON	
PRETEST	6.60	6.80	
POSTTEST	6.55	8.20	
N	20	20	(40)

	GROUP	TIME	GXT
F RATIO	0.69	2.55	2.94
PROBABILITY	NS	NS	.095



DISCUSSION: None of the main or interaction effects reach a meaningful level of significance. However, the interaction effect approaches significance. The Control Group in this instance appears to make a moderate increase while the Experimental Group stays at about the same level.

(e) CPI-Factor D: Concept Activation-Sensory/Raw Score (Y15) - 19 Items

	EXP	CON	
PRETEST	11.20	13.25	
POSTTEST	13.15	14.70	
N	20	20	(40)

	GROUP	TIME	GXT
F RATIO	2.05	7.90	0.17
PROBABILITY	NS	.008	NS

DISCUSSION: Significant pre- to posttest differences were found. No other main or interaction effect approached a meaningful level of significance.

(f) CPI-Parts of Body/Raw Score (Y16) - 6 items

	EXP	CON	
PRETEST	4.55	4.30	
POSTTEST	5.10	4.60	
N	20	20	(40)

	GROUP	TIME	GXT
F RATIO	0.92	5.37	0.46
PROBABILITY	NS	.026	NS

DISCUSSION: Significant pre- to posttest differences were found. No other main or interaction effect approached a meaningful level of significance.

(g) CPI-Color Names/Raw Score (Y17) - 6 items

	EXP	CON	
PRETEST	3.89	4.40	
POSTTEST	4.56	5.25	
N	18	20	(38)

	GROUP	TIME	GXT
F RATIO	1.55	9.50	0.14
PROBABILITY	NS	.004	NS

DISCUSSION: The main effect of Time was the only effect to reach a meaningful level of significance.

(h) CPI-Drawing/Raw Score (Y18) - 4 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	1.63	2.20		F RATIO	0.91	5.21	1.27
POSTTEST	2.37	2.45		PROBABILITY	NS	.028	NS
N	19	20	(39)				

DISCUSSION: The main effect of Time was the only effect to reach a meaningful level of significance.

5. Shape Name Inventory/Early Childhood Inventories (SNI) - 9 items

(a) Total Raw Score (Y19)

	EXP	CON			GROUP	TIME	GXT
PRETEST	5.75	5.71		F RATIO	0.00	12.26	0.01
POSTTEST	6.60	6.62		PROBABILITY	NS	.001	NS
N	20	20	(40)				

DISCUSSION: The main effect of Time was the only effect to reach a meaningful level of significance.

6. Walker Readiness Test (WRT)

(a) Adjusted Percentile Rank Scores (Y21) - 50 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	1.32	1.33		F RATIO	0.04	0.44	0.14
POSTTEST	1.22	1.30		PROBABILITY	NS	NS	NS
N	17	18	(35)				

DISCUSSION: None of the effects reach a meaningful level of significance. The decrease of scores from pre- to posttest is likely due to the use of a different form of the WRT--a procedure suggested by the authors of the test.

(b) WRT-Factor I: Similarities/Raw Score (Y22) - 25 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	12.47	12.68		F RATIO	0.07	6.74	0.13
POSTTEST	13.95	14.63		PROBABILITY	NS	.014	NS
N	19	19	(38)				

DISCUSSION: The only effect reaching a meaningful level of significance is that of Time.

(c) WRT-Factor IIA: Differences/Raw Score (Y23) - 5 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	3.42	3.33		F RATIO	0.32	5.84	0.74
POSTTEST	2.37	2.83		PROBABILITY	NS	.021	NS
N	19	18	(37)				

DISCUSSION: The only effect to reach a meaningful level of significance is that of Time. In this instance both the Experimental and Control Groups show a decrease from pre- to posttest. In all likelihood, however, this is due to the use of different forms that from the results of current analyses are not as equivalent as purported to be.

(d) WRT-Factor IIB: Differences/Raw Score (Y24) - 5 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	2.68	2.67		F RATIO	0.44	3.74	1.38
POSTTEST	2.00	2.50		PROBABILITY	NS	NS	NS
N	19	18	(37)				

DISCUSSION: None of the effects reached an acceptable level of significance.

(e) WRT-Factor IIC: Differences/Raw Score (Y25) - 5 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	1.74	2.28		F RATIO	0.75	6.86	0.30
POSTTEST	2.84	3.00		PROBABILITY	NS	0.13	NS
N	19	18	(37)				

DISCUSSION: The only effect to reach an acceptable level of significance is that of Time.

(f) WRT-Factor III: Numerical Analogies (Y27) - 5 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	1.74	1.83		F RATIO	0.41	7.21	1.53
POSTTEST	2.79	2.22		PROBABILITY	NS	.011	NS
N	19	18	(37)				

DISCUSSION: The main effect of Time is the only effect to reach a meaningful level of significance. The apparent interaction effect only reached a probability level of p = .225. In any event, this is an interesting result in view of the outcomes reviewed earlier from the Concept Activation-Numerical factor of the CPI.

(g) WRT-Factor IV: Missing Parts/Raw Score (Y28) - 5 items

	EXP	CON			GROUP	TIME	GXT
PRETEST	1.95	1.56		F RATIO	0.27	8.82	0.40
POSTTEST	2.63	2.61		PROBABILITY	NS	.005	NS
N	19	18	(37)				

DISCUSSION: Only the main effect of Time reached an acceptable level of significance.

C-18

RESEARCH FOR BETTER SCHOOLS, INCORPORATED / [illegible] / 1700 MARKET ST., PHILADELPHIA, PA 19103 / 215 561-4100

M E M O R A N D U M

TO: CAA Managers of the Picturepages Program

FROM: Dr. Russell Dusewicz

DATE: October 14, 1977

RE: Final Evaluation: Child Care Center Questionnaire

Research for Better Schools, Inc. (RBS), as you must be aware, has been working closely with the Kentucky Association of Community Action Agencies to evaluate the effects and impact of the Picturepages Program. Recently, we have been informed by the KACAA that many of the regional CAAs distribute quantities of the Picturepages booklets to child care centers, such as, Head Start. Following up on the suggestion by KACAA to gather data from these child care centers RBS developed a questionnaire especially for them.

Not knowing how many child care centers your CAA services with Picturepages booklets and having a rapidly decreasing budget, RBS has mailed only a few of these questionnaires to each CAA. Would you be so kind as to distribute these forms to the centers you service and if you do not have enough questionnaires please feel free to reproduce them.

A larger rate of returns would be anticipated if each CAA were to make a personal appeal to the directors of the child care agencies to fill out these questionnaires.

Thank you for your cooperation in this matter.

TO: Directors of Child Care Centers Using the Kentucky Picturepages Program

FROM: Dr. Russell Dusewicz, Associate Director, Office of Planning and Evaluation, Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pa., 19103

Your local Community Action Agency has advised us that your center has been involved, on a voluntary basis, with the Kentucky-Picturepages Program. We have been asked, as an independent non-profit educational research agency, to assess the impact of the program. Your observations in respect to Picturepages would be of considerable help to us in judging the value of this important experimental program. In this respect, would you be so kind as to fill in the attached form and return it to the above address as soon as possible. Thank you.

KENTUCKY-PICTUREPAGES PROGRAM CHILD CARE CENTER REPORT

Child Care Center Name ____________________ Teacher's Name ____________________ Date of Report __________

Center Location (Street) ____________________ (City) ____________________ KY (Zip) __________

Source of Picturepages Booklets ____________________ Center Phone No. ____________________

A. During what Picturepages week did your child care center become involved, on a regular basis, with the Kentucky-Picturepages Program? (Circle one)

A B C D E F G H I J K L M N O P Q R S T

B. Approximately how many children are enrolled in your center? ☐ children

C. Indicate about how many children in each of the following age groups normally took part in the Picturepages Program?

	AGE GROUPS					
	2's	3's	4's	5's	6's	7's
How Many?						

D. Whenever possible, your group of Picturepages children were to engage in Supplementary Activities related to the daily Picturepages presentation. The amount of time spent on such activities could vary from day to day. For example, on some days the Supplementary Activity sessions could have taken place in from 17 to 24 minutes, on other days from 1 to 8 minutes; and, on still other days, no time (i.e., "0" minutes) may have been given over to these special sessions. You are to imagine the typical Picturepages week and indicate, for that week, approximately how many of the five days Supplementary Activity sessions took place within each of the six "lengths of time" listed to the right.

Length of Time (in minutes)	Days
0	
1 - 8	
9 - 16	
17 - 24	
25 - 32	
33+	
TOTAL	5 days

E. Considering the typical Picturepages week, indicate what proportion of the Supplementary Activity sessions, taken together, would ordinarily be spent reviewing the content of Picturepages shown previously.

☐ %

F. Considering the typical Picturepages week indicate, for each of the situations described below, how many days each of the behavioral descriptions listed would ordinarily characterize your group of children in respect to their:

(1) Attentiveness throughout the Happy and Froggie Picturepages TV presentation

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all were mostly attentive	
About 3/4ths were mostly attentive	
About half were mostly attentive	
About 3/4ths were mostly inattentive	
Almost all were mostly inattentive	
TOTAL	5 Days

(2) [illegible] to cope with the Picturepages sheet and follow the directions given by Happy and Froggie

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all made a serious attempt	
About 3/4ths made a serious attempt	
About half made a serious attempt	
About 3/4ths didn't make a serious attempt	
Almost all didn't make a serious attempt	
TOTAL	5 Days

(3) Ability to understand and carry out the Picturepages task

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all had little or no difficulty	
About 3/4ths had little or no difficulty	
About half had little or no difficulty	
About 3/4ths had some or much difficulty	
Almost all had some or much difficulty	
TOTAL	5 Days

(4) Ability to understand and carry out the Supplementary Activities suggested by the Picturepages

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all had little or no difficulty	
About 3/4ths had little or no difficulty	
About half had little or no difficulty	
About 3/4ths had some or much difficulty	
Almost all had some or much difficulty	
TOTAL	5 Days

(5) Prior mastery of the content of the Picturepages

BEHAVIORAL DESCRIPTIONS	DAYS
Almost all had not previously mastered the content	
About 3/4ths had not previously mastered the content	
[illegible]	
[illegible]	
Almost all had already mastered the content	
TOTAL	5 Days

G. Considering the typical Picturepages week indicate, for each of the situations described below, how many days each of the attitudinal descriptions listed would ordinarily characterize your group children in respect to their:

(1) Attitude towards the Happy and Froggie Picturepages TV presentation

ATTITUDINAL DESCRIPTIONS	DAYS
Almost all seemed pleased	
About 3/4ths seemed pleased	
About half seemed pleased	
About 3/4ths seemed displeased	
Almost all seemed displeased	
TOTAL	5 Days

(2) Attitude towards the Picturepages sheets

ATTITUDINAL DESCRIPTIONS	DAYS
Almost all seemed pleased	
About 3/4ths seemed pleased	
About half seemed pleased	
About 3/4ths seemed displeased	
Almost all seemed displeased	
TOTAL	5 Days

(3) Attitudes towards the Supplementary Activities

ATTITUDINAL DESCRIPTIONS	DAYS
Almost all seemed pleased	
About 3/4ths seemed pleased	
About half seemed pleased	
About 3/4ths seemed displeased	
Almost all seemed displeased	
TOTAL	5 Days

COMMENTS:

H. Considering the typical Picturepages week indicate, for each of the situations described below, how many days each of the listed attitudinal descriptions would ordinarily characterize the degree to which you, as a teacher, was satisfied with the quality of the:

(1) Happy and Froggie Picturepages TV presentation

ATTITUDINAL DESCRIPTIONS	DAYS
Extremely Satisfied	
Moderately Satisfied	
Equally as Satisfied as Dissatisfied	
Moderately Dissatisfied	
Extremely Dissatisfied	

TOTAL 5 Days

(2) Picturepages sheets

ATTITUDINAL DESCRIPTIONS	DAYS
Extremely Satisfied	
Moderately Satisfied	
Equally as Satisfied as Dissatisfied	
Moderately Dissatisfied	
Extremely Dissatisfied	

TOTAL 5 Days

(3) Supplementary Activities Suggested by the Picturepages

ATTITUDINAL DESCRIPTIONS	DAYS
Extremely Satisfied	
Moderately Satisfied	
Equally as Satisfied as Dissatisfied	
Moderately Dissatisfied	
Extremely Dissatisfied	

TOTAL 5 Days

COMMENTS:

APPENDIX C-20

The Child Care Center Report forms were developed by RBS in order to obtain some information about how the Kentucky Picturepages Program was being implemented in the "experimental" sites. Reported below is the data received from the four "experimental" sites that remained in the program for the full twenty weeks. Only Site 1 sent both of the ten-week reporting forms to RBS. Site 2 did not send in any of the modified ten-week reporting forms but did complete most of the weekly reporting forms. RBS summarized this data and utilized it whenever possible. RBS received only the second ten-week reporting form from Site 3 with the note that it could be construed as a combined form. Site 4 also sent in only one form which covered the first ten-week period. The data is summarized below. The proportions presented in the Tables which follow are for the pretest sample only and may or may not reflect similar conditions for the much smaller posttest sample.

A.1. On the average, what proportion of the "Picturepages group" normally present during the day would take part when the Happy and Froggie TV presentation was to be aired?

Sites	PERIOD 1st 10-Weeks (%)	 2nd 10-Weeks (%)
1	80	60
2*	100	100
3	100	100
4	45	-

*Summarized data from original reporting forms.

A.2. On the average, what proportion of the "Picturepages group" normally present during the day would take part when the supplementary activities were to be presented?

Sites	PERIOD	
	1st 10-Weeks (%)	2nd 10-Weeks (%)
1	80	60
2	60*	60
3	100	100
4	45	-

*Estimated from attendance records.

B.1. Approximately, how many days during the preceding 10 weeks (50 days) of the Picturepages Program did the "experimental" children have, as a group, the opportunity to watch the "Happy and Froggie" Picturepages TV presentation (note that you should take into account, for example, the number of days the program itself was not broadcast or was a repeat and/or the TV set was either malfunctioning, not turned on in time, or otherwise not available for use)?

Sites	PERIOD	
	1st 10-Weeks (%)	2nd 10-Weeks (%)
1	50	50
2	50	50
3	40	40
4	25	-

B.2. Approximately, how many days during the preceding 10 weeks (50 days) of the Picturepages program did the "experimental" children have, as a group, the opportunity to work with the appropriate Picturepages sheet?

Sites	PERIOD	
	1st 10-Weeks (%)	2nd 10-Weeks (%)
1	50	50
2	50	45
3	50	50
4	25	-

B.3. Approximately, how many days during the preceding 10 weeks (50 days) of the Picturepages Program did the "experimental" children have, as a group, the opportunity to engage in Supplementary Activities related to Picturepages?

Sites	PERIOD	
	1st 10-Weeks (%)	2nd 10-Weeks (%)
1	50	50
2	50	45
3	40-45	40-45
4	25	-

C.1. Approximately, how many days during the preceding (50 days) of the Picturepages Program did your group of Picturepages children have the opportunity to watch the TV presentation more than once a day?

Sites	PERIOD 1st 10-Weeks (%)	 2nd 10-Weeks (%)
1	45	42
2	0	0
3	0	0
4	0	-

D.1. Whenever possible, your group of Picturepages children were to engage in Supplementary Activities related to the daily Picturepages presentation. The amount of time spent on such activities could vary from day to day. For example, on some days the Supplementary Activity sessions could have taken place in from 17 to 24 minutes, on other days from 1 to 8 minutes; and, on still other days, no time (i.e., "0" minutes) may have been given over to these special sessions. You are to imagine the typical Picturepages week and indicate, for that week, approximately how many of the five days Supplementary Activity sessions took place within each of the six "lengths of time" listed to the right.

PERIOD	SITES	LENGTH OF TIME (IN MINUTES) 0	 1-8	 9-16	 17-24	 25-32	 33+
1st 10-Weeks	1		3	2			
	2		5				
	3	1	2	2			
	4	1	3	1			
2nd 10-Weeks	1		3	2			
	2		5				
	3	1	2	2			
	4	-	-	-	-	-	-

E.1. Considering the typical Picturepages week, indicate what proportion of the Supplementary Activity session, taken together, would ordinarily be spent reviewing the content of Picturepages shown previously.

Sites	PERIOD 1st 10-Weeks (%)	 2nd 10-Weeks (%)
1	50	45
2	15	10
3	50	50
4	0	-

F.1. Considering the typical Picturepages week indicate how many days each of the behavioral descriptions listed would ordinarily characterize your group of children in respect to their attentiveness throughout the Happy and Froggie Picturepages TV presentation.

BEHAVIORAL DESCRIPTIONS	1st 10-Weeks (%) Sites 1	 2	 3	 4	2nd 10-Weeks (%) Sites 1	 2	 3	 4
Almost all were mostly attentive	5				5			-
About 3/4ths were mostly attentive		2						-
About half were mostly attentive				5		2		-
About 3/4ths were mostly inattentive		2	1			3	1	-
Almost all were mostly inattentive		1	4				4	-

Comments: (Site 2) One of the children once said: "we have to go watch that crazy frog." (Site 3) We finally watched the program and they did the Picturepages activities and then the supplemental. They had a lot of trouble doing the activity at the same time the TV was on.

F.2. Considering the typical Picturepages week indicate how many days each of the behavioral descriptions listed would ordinarily characterize your group of children in respect to their attentiveness to work with the Picturepages sheet and follow the directions given by Happy and Froggie.

	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
BEHAVIORAL DESCRIPTIONS	1	2	3	4	1	2	3	4
Almost all made serious attempt	5	2			5			-
About 3/4ths made a serious attempt								
About half made a serious attempt		1		5		3		-
About 3/4ths didn't make a serious attempt			2			2	2	-
Almost all didn't make a serious attempt		2	3				3	-

Comments: (Site 3) We had more trouble with these areas as the program progressed. The last 3-4 weeks were almost a lost cause -- more time was spent after the program was off.

F.3. Considering the typical Picturepages week indicate how many days each of the behavioral descriptions listed would ordinarily characterize your group of children in respect to their ability to understand and carry out the Picturepages task.

	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
BEHAVIORAL DESCRIPTIONS	1	2	3	4	1	2	3	4
Almost all had little or no difficulty	5	2			5	.5		-
About 3/4ths had little or no difficulty								-
About half had little or no difficulty		3		5		4		-
About 3/4ths had some or much difficulty			5				5	-
Almost all had some or much difficulty						.5		-

F.4. Considering the typical Picturepages week indicate how many days each of the behavioral descriptions listed would ordinarily characterize your group of children in respect to their ability to understand and carry out the Supplementary Activities suggested by the Picturepages.

BEHAVIORAL DESCRIPTIONS	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
	1	2	3	4	1	2	3	4
Almost all had little or no difficulty	5				5			-
About 3/4ths had little or no difficulty			1			.5	1	-
About half had little or no difficulty		5	3	5		4.5	3	-
About 3/4ths had some or much difficulty			1				1	-
Almost all had some or much difficulty								-

Comments: (Site 3) Older children had less difficulty with the supplemental activities.

F.5. Considering the typical Picturepages week indicate how many days each of the behavioral descriptions listed would ordinarily characterize your group of children in respect to their prior mastery of content of the Picturepages.

BEHAVIORAL DESCRIPTIONS	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites 1	2	3	4	Sites 1	2	3	4
Almost all had not previously mastered the content	5				5			-
About 3/4ths had not previously mastered the content								-
About half had already mastered the content		5	5	5		5	5	-
About 3/4ths had already mastered the content								-
Almost all had already mastered the content								-

Comments: (Site 3) Older ones mastered most of the concepts. Younger ones mastered some to half of the concepts.

G.1. Considering the typical Picturepages week indicate how many days each of the attitudinal descriptions listed would ordinarily characterize your group of children in respect to their attitude towards the Happy and Froggie Picturepages TV presentation.

ATTITUDINAL DESCRIPTIONS	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
	1	2	3	4	1	2	3	4
Almost all seemed pleased	5				5			-
About 3/4ths seemed pleased								-
About half seemed pleased				3		3		-
About 3/4ths seemed displeased		2.5*	5**	2		1	5*	-
Almost all seemed displeased		2.5*				1		-

* Site 2 almost "displeased to complacency"
** Site 3 changed "displeased" to "uninterested."

Comments: (Site 3) (1) The older children (4½ years +) were more interested and tried harder, but they had already mastered a lot of the concepts; (2) the younger children (2½ years +) were less interested, were unable to follow directions given on TV and had trouble following directions given by the teacher -- most had mastered some of the concepts; (3) very few actually watched all the TV presentation -- most did the first few weeks. Personal opinion is that it would be more effective done on a more professional level.

A problem with our situation was getting everyone up from nap and in a different room in time to catch the program at 3:55. The time of day - early, early a.m. or mid-afternoon is bad timing to work this type activity (especially in p.m.) because of children being tired, restless, and generally unable to concentrate for any length of time. Having it on Captain Kangaroo would greatly improve (1) on the time it is shown, (2) the interest appeal to the children, (3) the quality of production of show; (4) the total value to the children. If it does not hold their attention they will not absorb the material presented. (Site 2) they are getting bored with it's doing the same thing again and again. Some think the Picturepages are silly and don't want to watch.

(Site 4) Due to the age group of the younger children some of them showed unattentiveness. Some of the children did not want to wake up and cried when they had to rise therefore causing a bitter frame of mind.

G.2. Considering the typical Picturepages week indicate how many days each of the attitudinal descriptions listed would ordinarily characterize your group of children in respect to their attitude towards the Picturepages sheets.

	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
ATTITUDINAL DESCRIPTIONS	1	2	3	4	1	2	3	4
Almost all seemed pleased	5				5			-
About 3/4ths seemed pleased								-
About half seemed pleased			5**	3		4	5*	-
About 3/4ths seemed displeased		2		2		.5		-
Almost all seemed displeased		2.5	5***			.5	5**	-

* Site 2 indicated uninterested would be a better term
** Older children only
*** Younger children only

G.3. Considering the typical Picturepages week indicate how many days each of the attitudinal descriptions listed would ordinarily characterize your group of children in respect to their attitudes towards the Supplementary Activities.

ATTITUDINAL DESCRIPTIONS	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
	1	2	3	4	1	2	3	4
Almost all seemed pleased	5				5			-
About 3/4ths seemed pleased								-
About half seemed pleased		2	5	3		4	5	-
About 3/4ths seemed displeased				3		1		-
Almost all seemed displeased		3						-

H.1. Considering the typical Picturepages week indicate how many days each of the listed attitudinal descriptions would ordinarily characterize the degree to which you, as a teacher, was satisfied with the quality of the Happy and Froggie Picturepages TV presentation.

ATTITUDINAL DESCRIPTIONS	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
	1	2	3	4	1	2	3	4
Extremely Satisfied	5				5			-
Moderately Satisfied				5		1		-
Equally as Satisfied as Dissatisfied		3				1		-
Moderately Dissatisfied		1	2			1	2	-
Extremely Dissatisfied		1	3			2	3	-

Comments: (Site 3) Was not of professional quality that the kids and I are use to. We have been spoiled by Sesame Street, Captain Kangaroo, the Muppets, etc.

H.2. Considering the typical Picturepages week indicate how many days each of the listed attitudinal descriptions would ordinarily characterize the degree to which you, as a teacher, was satisfied with the quality of the Picturepages sheets.

	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
ATTITUDINAL DESCRIPTIONS	1	2	3	4	1	2	3	4
Extremely Satisfied	5				5			-
Moderately Satisfied				5		0.5		-
Equally as Satisfied as Dissatisfied		2	5			2	5	-
Moderately Dissatisfied		1				0.5		-
Extremely Dissatisfied		2				2		-

Comments: (Site 2) Refering to specific picturepages the reactions were: should make Picturepages clearer; too busy; pictures too small; too much clutter; not enough variety; etc. (Site 3) The sheets were o.k. I just couldn't get too enthusiastic over them. Perhaps it is because I do not like to use many "worksheets" with young children. I do use some but they are very limited. (Site 4) Picturepages tends to touch on subjects which are vital to preschool experiences.

H.3. Considering the typical Picturepages week indicate how many days each of the listed attitudinal descriptions would ordinarily characterize the degree to which you, as a teacher, was satisfied with the quality of the Supplementary Activities Suggested by the Picturepages.

	1st 10-Weeks (%)				2nd 10-Weeks (%)			
	Sites				Sites			
ATTITUDINAL DESCRIPTIONS	1	2	3	4	1	2	3	4
Extremely Satisfied	5				5			-
Moderately Satisfied			5	5		0.5	5	-
Equally as Satisfied as Dissatisfied		5				2.5		-
Moderately Dissatisfied						1		-
Extremely Dissatisfied						1		-

Comments: (Site 3) We did several of our own activities.

As can be seen from the preceding data, the sites varied widely in the proportion of the "experimental" children present during the day that would take part when the : (1) Happy and Froggie TV presentation was to be aired, and (2) supplementary activities to be presented. Only 45% of Site 4 children participated in these activities while all of Site 3 children did so.

The opportunity provided the children to watch the Happy and Froggie Picturepages TV presentation also differed. In Site 3 summer scheduling interfered and Site 4's did not have the use of a TV set for a period of time. Opportunities to work with the Picturepages booklets and to engage in supplementary activities followed closely those available to watch the Happy and Froggie Show.

Apparently, the time spent on supplementary activities rarely, if ever exceeded 16 minutes and was usually from between one and eighteen minutes. The percentage of time spent by the various centers reviewing the content of previously shown Picturepages varied widely from site to site. Some sites, apparently, never reviewed old content or only spent 10-15% of the supplementary activity time on review. Other sites report that they typically spent about 50% of their supplementary activity time in review.

The perceived attentiveness of the children throughout the Happy and Froggie TV Show also varied from site to site. One site reports that almost all were mostly attentive always while another reports that almost all were mostly inattentive. Still another site reports that about half were mostly attentive. Similar findings occur for children's motivation to work with the Picturepages sheets and follow the directions given by Happy and Froggie.

The perceived ability of children to understand and carry out the Picturepages task also varies from site to site and seemingly is not accounted for by socio-economic status and its relationship with school achievement. The variation between sites in relation to the perceived ability of children to understand and carry out the supplementary activities suggested by the Picturepages was less, dramatic and more than half were seen as having had little or no difficulty.

Less than half the children were perceived as having mastered the contents of the Picturepages and this was probably the older children.

When asked about the perceived attitudes of children toward the Happy and Froggie Picturepages TV presentation, most reported that they thought the children were mostly displeased or "uninterested." Teachers remarked that the TV Show was not of high professional quality. The perceived attitudes of children towards the Picturepages sheets was not that dissimilar to those found for the Happy and Froggie Show.

The perceived attitudes of children toward the Picturepages supplementary or follow-up activities as presented by teachers was much more positive but still contain site variation.

Teachers from the various sites also differed widely in their attitudes toward the TV presentation, the booklets, and the supplementary activities. They were mostly satisfied with the supplementary activities, less so with the Picturepages booklets, and even less so with the Happy and Froggie Show.

RBS is not in a position to determine fully the degree to which teacher attitudes and perceived attitudes of experimental children toward the Kentucky-Picturepages Program is a function of the Administrative difficulties the child care centers had implementing the "evaluation-research study." That there is a relationship is clear from RBS' information. What the attitudes of the children and teachers would be if the sites could have viewed the TV presentation at a more prospicious time and themselves select the children they wished to view the program cannot be determined from these data.

RBS being aware of the general nature of these data prior to the termination of the program and asked center directors the following question during the posttest period.

- If the center to operate the program under the conditions specified by RBS for the experimental study would they want the program to continue?

All of the center directors interviewed indicated that without the administrative problems caused by the conditions of the experiment they would definitely want the program to continue. They indicated that the content of the program was very much like those of the center and that it would be a relatively easy matter to integrate it with their curriculum.

Issues raised by individual center directors involved the time of day the program was broadcast -- most indicating that the mornings would be made appropriate. Another issue raised was the quality of the televised presentation. Most thought that Picturepages would be better served by someone of the quality of Captain Kangaroo.

Additional work on certain Picturepages was also thought necessary.

APPENDIX D

INSTRUMENTS FOR THE CENTER-BASED STUDY

TABLE OF CONTENTS

Exhibit

D-1. Peabody Picture Vocabulary Test Items List

D-2. Cooperative Preschool Inventory Items List

D-3. The Picturepages Test Battery

- a. Prepositions Inventory
- b. Relational Concepts Inventory
- c. Walker Readiness Test for Disadvantaged Children
- d. Shape Names Inventory

D-1

SCORE SHEET
FORM
a

Suggested Starting Points (see manual page 5)

Age Category	Begin with:	Age Category	Begin with:
below 3-3	Plate No. 1	9-6 to 11-5	Plate No. 60
3-3 to 4-2	Plate No. 15	11-6 to 13-5	Plate No. 70
4-3 to 5-5	Plate No. 25	13-6 to 15-5	Plate No. 80
5-6 to 7-5	Plate No. 40	15-6 to 17-5	Plate No. 90
7-6 to 9-5	Plate No. 50	above 17-6	Plate No. 100

RAW SCORE CALCULATIONS

Ceiling item .... ______

Less errors .... ______

Raw score .... ______

BASAL: 8 consecutive correct responses

CEILING: 6 errors in 8 consecutive responses

*TO RECORD ERRORS: Make oblique strokes through the geometric figures. Every eighth figure is identical to facilitate the determination of the basal or ceiling.

Plate No.	Word	Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*
1	car	(4)	○	26	teacher	(2)	♡	51	submarine	(4)	□	76	porter	(3)	☆	101	graduated	(3)	△	126	dormer	(2)	◇
2	cow	(3)	□	27	building	(3)	☆	52	thermos	(4)	△	77	coast	(2)	◇	102	hieroglyphic	(2)	✚	127	coniferous	(2)	○
3	baby	(1)	△	28	arrow	(3)	◇	53	projector	(3)	✚	78	hoisting	(4)	○	103	orate	(1)	♡	128	consternation	(4)	□
4	girl	(2)	✚	29	kangaroo	(2)	○	54	group	(4)	♡	79	wailing	(1)	□	104	cascade	(3)	☆	129	obese	(3)	△
5	ball	(1)	♡	30	accident	(3)	□	55	tackling	(3)	☆	80	coil	(2)	△	105	illumination	(4)	◇	130	gauntlet	(4)	✚
6	block	(3)	☆	31	nest	(3)	△	56	transportation	(1)	◇	81	kayak	(3)	✚	106	nape	(1)	○	131	inclement	(1)	♡
7	clown	(2)	◇	32	caboose	(4)	✚	57	counter	(1)	○	82	sentry	(2)	♡	107	genealogist	(2)	□	132	cupola	(1)	☆
8	key	(1)	○	33	envelope	(1)	♡	58	ceremony	(2)	□	83	furrow	(4)	☆	108	embossed	(2)	△	133	obliterate	(2)	◇
9	can	(4)	□	34	picking	(2)	☆	59	pod	(3)	△	84	beam	(1)	◇	109	mercantile	(4)	✚	134	burnishing	(3)	○
10	chicken	(2)	△	35	badge	(1)	◇	60	bronco	(4)	✚	85	fragment	(3)	○	110	encumbered	(2)	♡	135	bovine	(1)	□
11	blowing	(4)	✚	36	goggles	(3)	○	61	directing	(3)	♡	86	hovering	(2)	□	111	entice	(4)	☆	136	eminence	(4)	△
12	fan	(2)	♡	37	peacock	(2)	□	62	funnel	(4)	☆	87	bereavement	(3)	△	112	concentric	(3)	◇	137	legume	(3)	✚
13	digging	(1)	☆	38	queen	(3)	△	63	delight	(2)	◇	88	crag	(4)	✚	113	vitreous	(3)	○	138	senile	(4)	♡
14	skirt	(1)	◇	39	coach	(4)	✚	64	lecturer	(3)	○	89	tantrum	(2)	♡	114	sibling	(1)	□	139	deleterious	(2)	☆
15	catching	(4)	○	40	whip	(1)	♡	65	communication	(2)	□	90	submerge	(1)	☆	115	machete	(2)	△	140	raze	(4)	◇
16	drum	(1)	□	41	net	(4)	☆	66	archer	(4)	△	91	descend	(3)	◇	116	waif	(4)	✚	141	ambulation	(2)	○
17	leaf	(3)	△	42	freckle	(4)	◇	67	stadium	(1)	✚	92	hassock	(2)	○	117	cornice	(1)	♡	142	cravat	(1)	□
18	tying	(4)	✚	43	eagle	(3)	○	68	excavate	(1)	♡	93	canine	(1)	□	118	timorous	(3)	☆	143	impale	(2)	△
19	fence	(1)	♡	44	twist	(2)		69	assaulting	(4)	☆	94	probing	(1)	△	119	fettered	(1)	◇	144	marsupial	(4)	✚
20	bat	(2)	☆	45	shining	(4)	△	70	stunt	(1)	◇	95	angling	(1)	✚	120	tartan	(2)	○	145	predatory	(3)	♡
21	bee	(4)	◇	46	dial	(2)	✚	71	meringue	(1)	○	96	appraising	(3)	♡	121	sulky	(3)	□	146	incertitude	(1)	☆
22	bush	(3)	○	47	yawning	(2)	♡	72	appliance	(3)	□	97	confining	(4)	☆	122	obelisk	(4)	△	147	imbibe	(2)	◇
23	pouring	(1)	□	48	tumble	(2)	☆	73	chemist	(4)	△	98	precipitation	(4)	◇	123	ellipse	(2)	✚	148	homunculus	(3)	○
24	sewing	(1)	△	49	signal	(1)		74	arctic	(3)	✚	99	gable	(1)	○	124	entomology	(2)	♡	149	cryptogram	(4)	□
25	wiener	(4)	✚	50	capsule	(1)		75	destruction	(4)	♡	100	amphibian	(1)	□	125	bumptious	(4)	☆	150	pensile	(3)	△

D-2

COOPERATIVE PRESCHOOL INVENTORY

1.	WHAT IS YOUR FIRST NAME?	R	W	DK
2.	HOW OLD ARE YOU?	R	W	DK
3.	WHAT IS YOUR LAST NAME?	R	W	DK
4.	SHOW ME YOUR SHOULDER	R	W	DK
5.	SHOW ME YOUR HEEL	R	W	DK
6.	WHAT CALL (FINGER)?	R	W	DK
7.	WHAT CALL (KNEE)?	R	W	DK
8.	WHAT CALL (ELBOW)?	R	W	DK
9.	RAISE YOUR HAND	R	W	DK
10.	JUMP	R	W	DK
11.	HELLO VERY LOUDLY	R	W	DK
12.	WIGGLE	R	W	DK
13.	3 CARS IN BIG BOX	R	W	DK
14.	RED CAR ON BLACK BOX	R	W	DK
15.	YELLOW CAR ON LITTLE BOX	R	W	DK
16.	BLUE CAR UNDER GREEN BOX	R	W	DK
17.	2 CARS BEHIND MIDDLE BOX	R	W	DK
18.	GIVE EVERYTHING TO ME	R	W	DK
19.	WHO GO TO IF SICK?	R	W	DK
20.	WHERE FIND BOAT?	R	W	DK
21.	WHERE BUY GAS?	R	W	DK
22.	WHEN BREAKFAST?	R	W	DK
23.	WHAT DO TO READ SOMETHING?	R	W	DK
24.	WHERE FIND LION?	R	W	DK
25.	WHAT DOES MOTHER DO?	R	W	DK
26.	WHAT DOES DENTIST DO?	R	W	DK
27.	WHAT DOES TEACHER DO?	R	W	DK
28.	WHICH WAY WATER FALL?	R	W	DK
29.	WHICH WAY RECORD?	R	W	DK
30.	WHICH WAY FERRIS WHEEL?	R	W	DK
31.	HOW MANY EYES?	R	W	DK
32.	COUNT (TO 5)	R	W	DK
33.	HOW MANY HANDS?	R	W	DK
34.	HOW MANY WHEELS-BICYCLE?	R	W	DK
35.	HOW MANY WHEELS-CAR?	R	W	DK
36.	HOW MANY WHEELS-TRICYCLE?	R	W	DK
37.	HOW MANY CORNERS, PAPER?	R	W	DK
38.	HOW MANY TOES?	R	W	DK
39.	BIGGER, TREE OR FLOWER?	R	W	DK
40.	SLOWER, CAR OR BICYCLE?	R	W	DK
41.	HEAVIER, BRICK OR SHOE?	R	W	DK
42.	POINT TO MIDDLE CHECKER	R	W	DK
43.	POINT TO FIRST CHECKER	R	W	DK
44.	POINT TO LAST CHECKER	R	W	DK
45.	POINT TO SECOND CHECKER	R	W	DK
46.	2 & 8, WHICH MORE?	R	W	DK
47.	4 & 6, WHICH LESS?	R	W	DK
48.	5 & 5, WHICH MORE?	R	W	DK
49.	WHICH MOST LIKE WHEEL?	R	W	DK
50.	WHICH MOST LIKE STICK?	R	W	DK
51.	WHICH MOST LIKE TENT?	R	W	DK
52.	COPY (LINE)	R	W	DK
53.	COPY (CIRCLE)	R	W	DK
54.	COPY (SQUARE)	R	W	DK
55.	COPY (TRIANGLE)	R	W	DK
56.	WHAT COLOR (BLACK CRAYON)?	R	W	DK
57.	WHAT COLOR (RED CRAYON)?	R	W	DK
58.	SAME COLOR AS NIGHT	R	W	DK
59.	COLOR (CIRCLE	R	W	DK
60.	(YELLOW	R	W	DK
61.	COLOR (SQUARE	R	W	DK
62.	(PURPLE	R	W	DK
63.	COLOR (TRIANGLE	R	W	DK
64.	(ORANGE	R	W	DK

THE PICTUREPAGES TEST BATTERY

BATTERY A

RESEARCH FOR BETTER SCHOOLS
1700 Market Street
Philadelphia, Pennsylvania 19103

D-3

CONTENTS

SECTION 1: PREPOSITIONS INVENTORY

SECTION 2: RELATIONAL CONCEPTS INVENTORY

SECTION 3: WALKER READINESS TEST

SECTION 4: SHAPE NAMES INVENTORY

D-3

RESEARCH FOR BETTER SCHOOLS
1700 Market Street
Philadelphia, Pennsylvania 19103

PREPOSITIONS INVENTORY*

* Adapted from Coller, A. & Victor, J. (1968). Early Childhood Inventories: Prepositions Inventory/Linguistic Concepts. New York: Institute for Developmental Studies, N.Y.U.

PREPOSITIONS INVENTORY DIRECTIONS

(P) = Procedure (L) = Language (M) = Motivation

TASK

(P) Seat child at a table to the left of the examiner

(L) WE'RE GOING TO PLAY A GAME WITH SOME PICTURES. IT'S LIKE THE GAME WE JUST PLAYED.

(P) Open booklet to page one.

(P-L) While the examiner points to each of the pictures on the page he/she will say: LOOK AT ALL THE PICTURES ON THIS PAGE (pause).

(L) I WILL TELL YOU ABOUT ONE OF THESE PICTURES AND THEN I WANT YOU TO PUT YOUR FINGER ON THE PICTURE I HAVE TOLD YOU ABOUT (pause).

(L) ALL RIGHT, LET US TRY. PUT YOUR FINGER ON THE PICTURE WHERE THE: (e.g., CAT IS UNDER (stress) THE COUCH).

(P) Repeat the description, if necessary. And, if needed, start with one of the following: CAN YOU FIND______? SHOW ME_____. POINT TO_____.

If child makes a correct response

(M) PRAISE OFTEN! Say, "GOOD! YOU ARE DOING WELL." Or, "FINE, LET'S TRY SOME MORE."

(P) Proceed to next item.

If child asks: "Did I get that one right?"

(L) Say: "THAT WAS A GOOD ANSWER"

(P) Proceed to next item.

If child does not respond

(P) Make sure he/she has heard the directions, is looking at the pictures, is paying attention, etc. Some very young children may have to go to the bathroom but will not say anything until prompted.

(P) If necessary, repeat the instructions.

(M) Encourage the timid child, "I BET YOU KNOW THE RIGHT ANSWER."

If child still does not answer

(P) Follow the procedure as in the next column

If child responds incorrectly

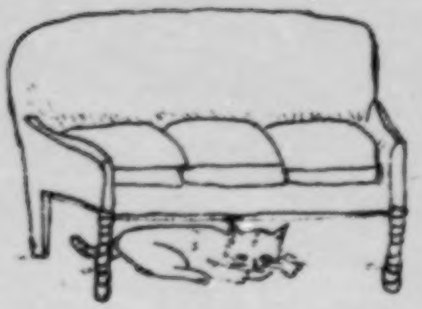
(M) Occasionally say, "YOU MAY NOT BE SURE YOU KNOW WHICH PICTURE I AM TELLING YOU ABOUT, BUT STILL LOOK CAREFULLY AT ALL THE PICTURES BEFORE YOU CHOOSE THE ONE YOU THINK IS RIGHT."

(P) Proceed to next item.

If child asks: "Did I get that one right?"

(L) Say: "THAT WAS A GOOD ANSWER."

(P) Proceed to next item.



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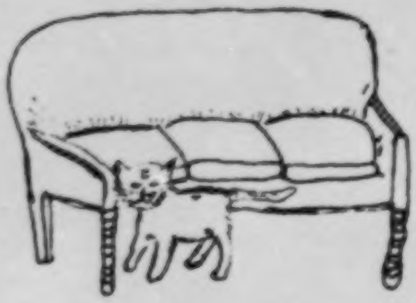

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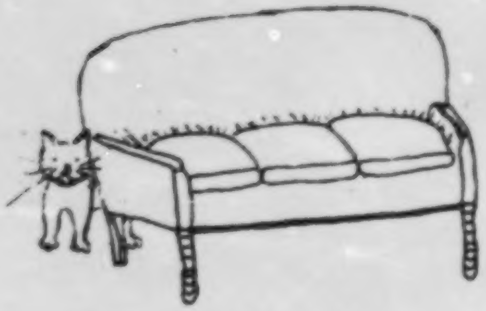

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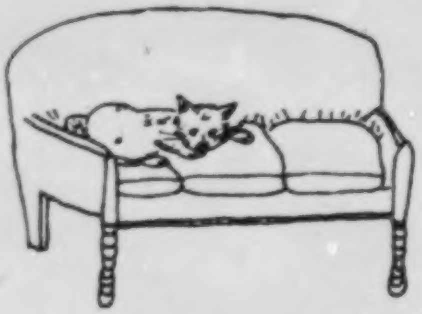

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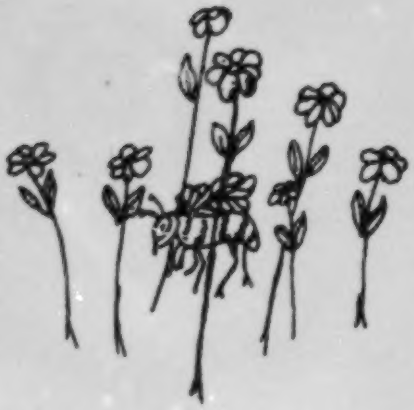

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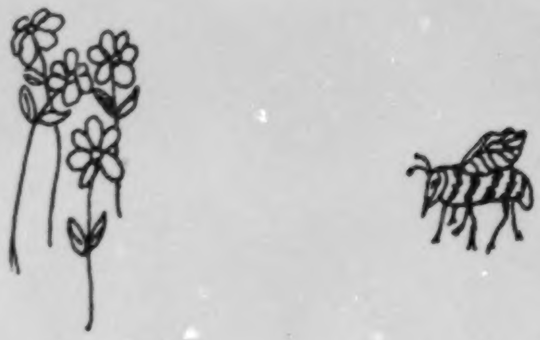

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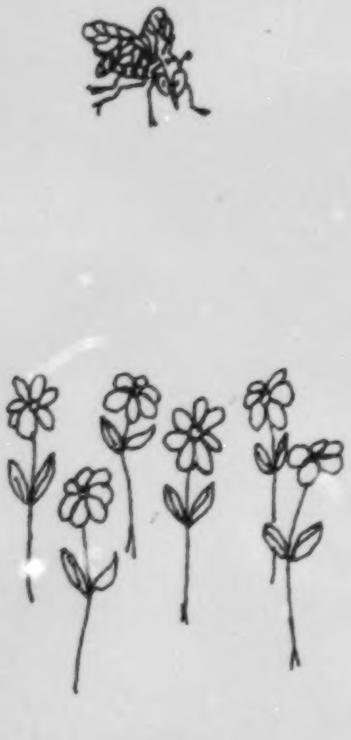

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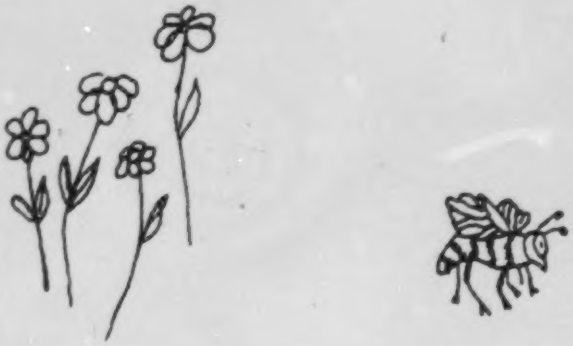

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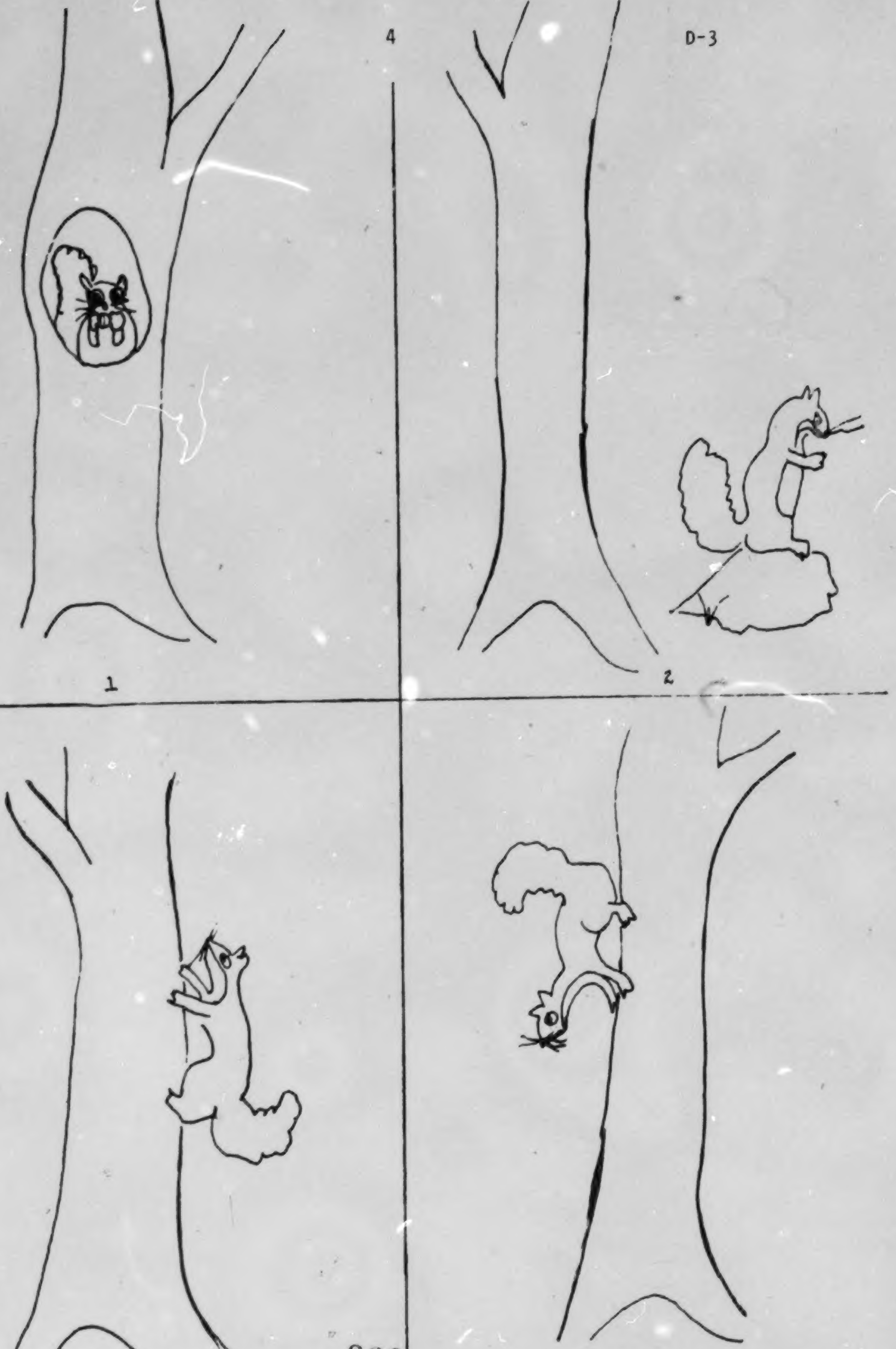

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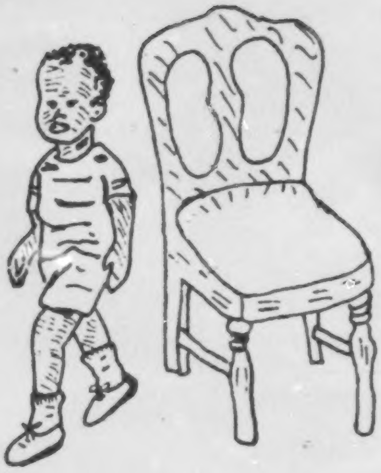

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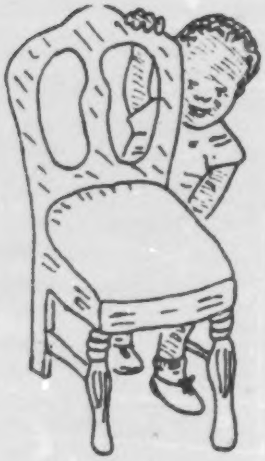

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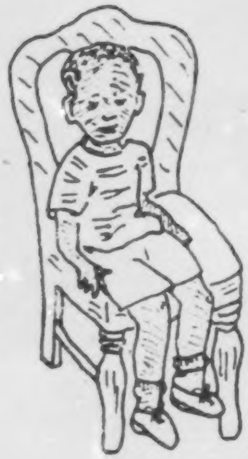

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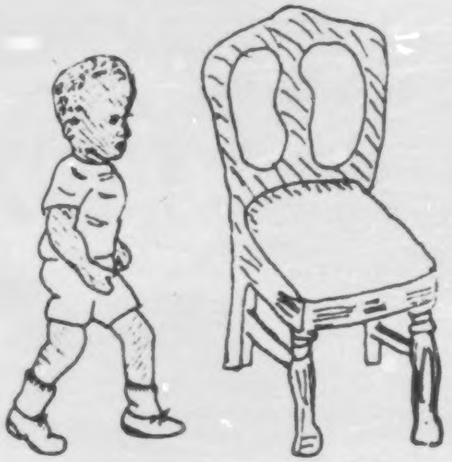

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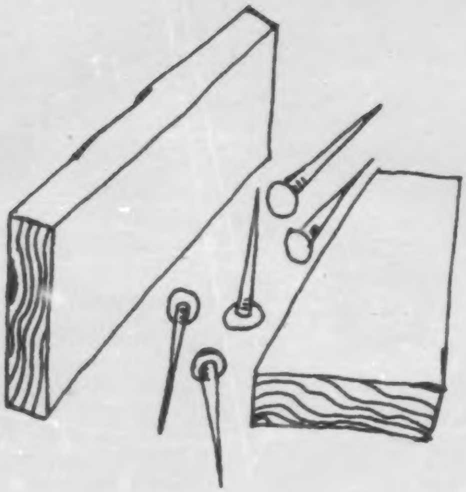

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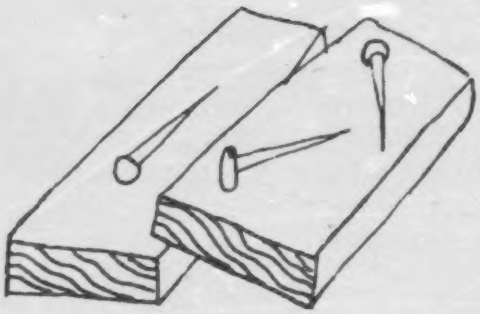

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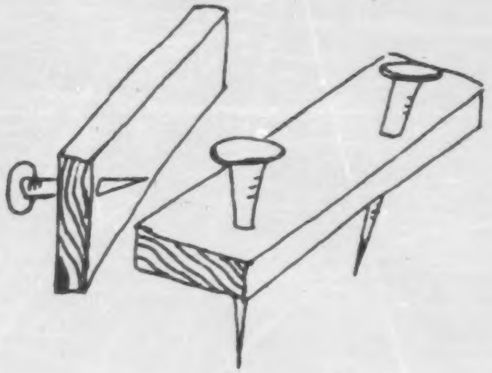

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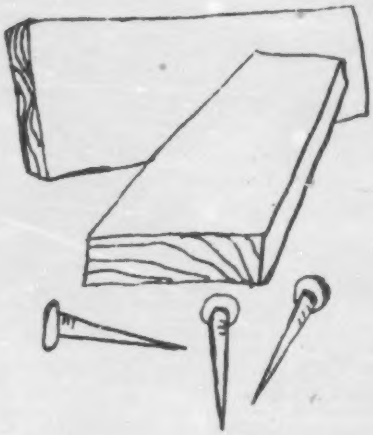

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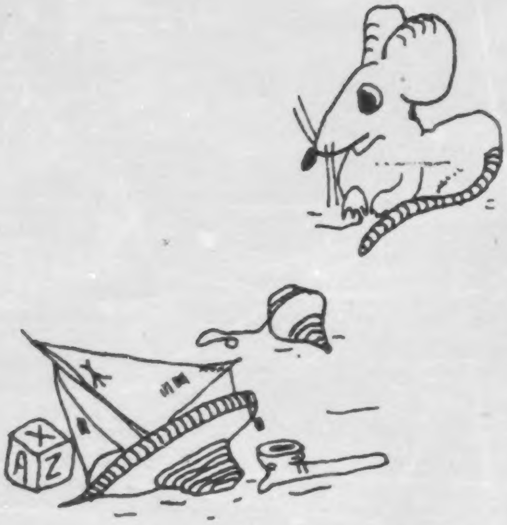

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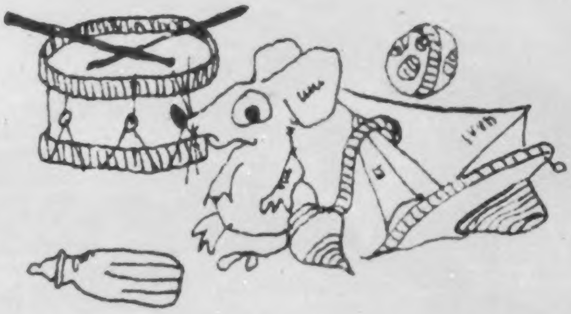

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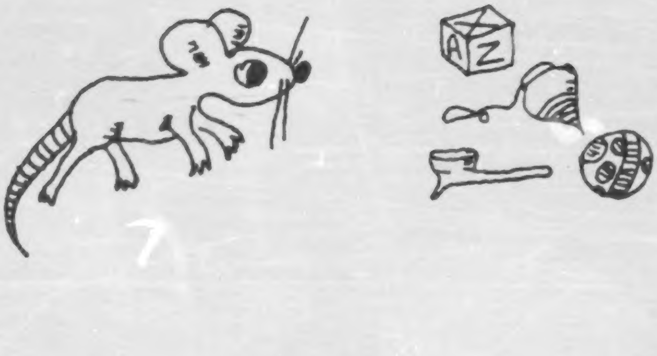

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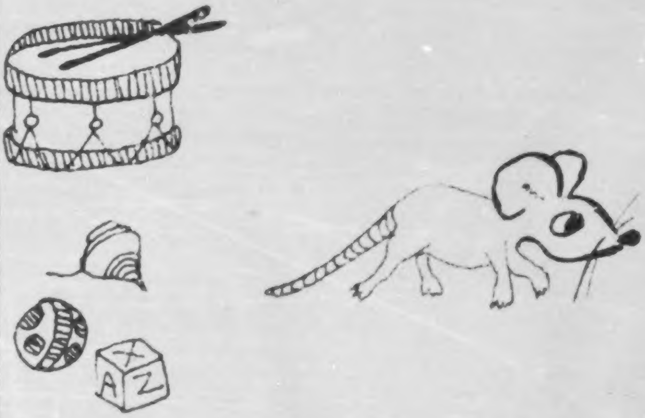

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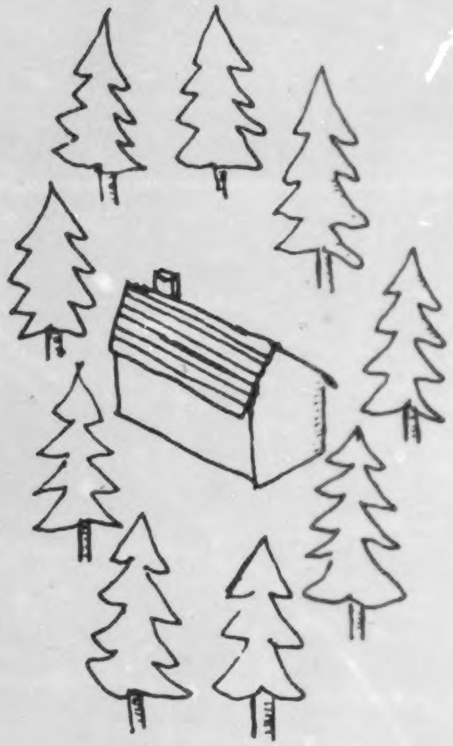

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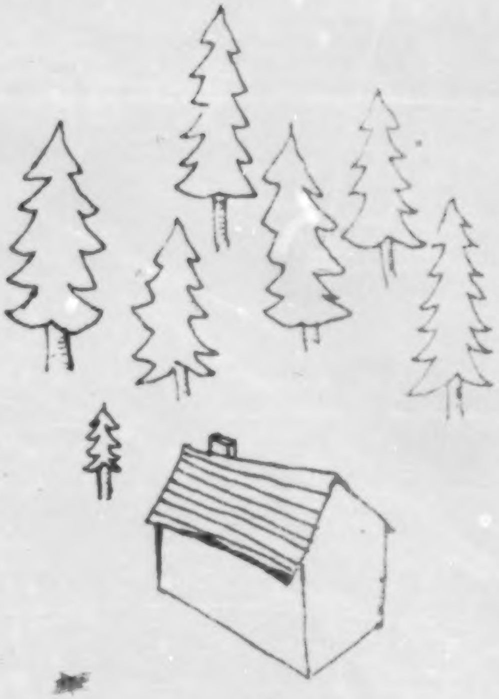

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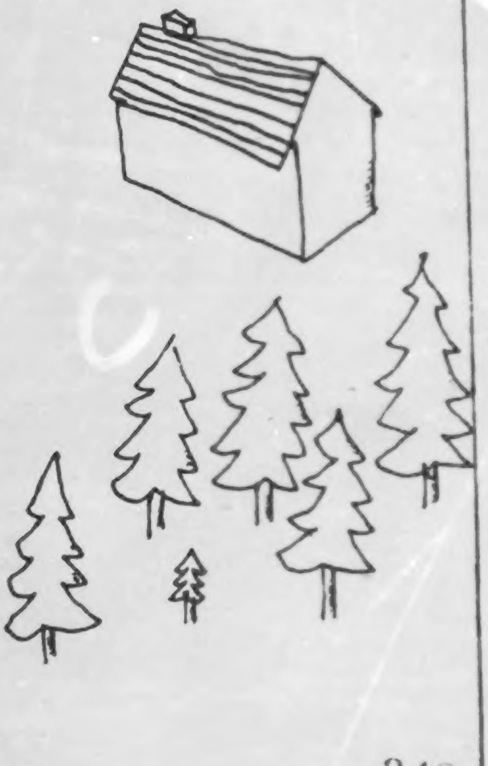

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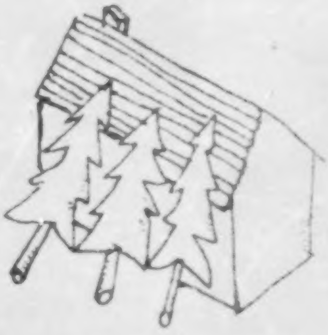

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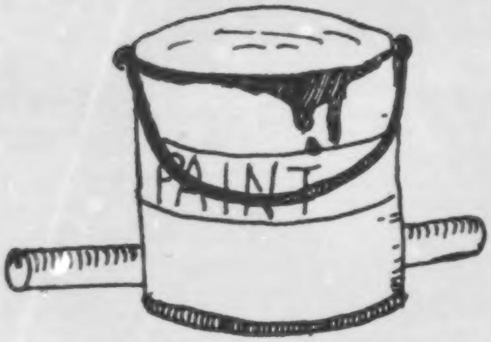

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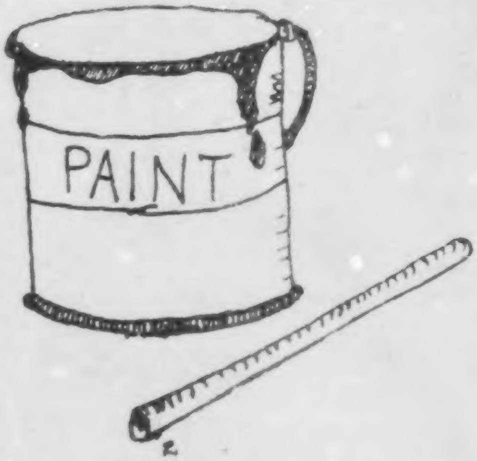

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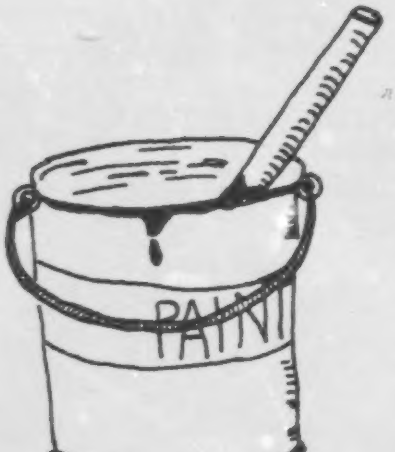

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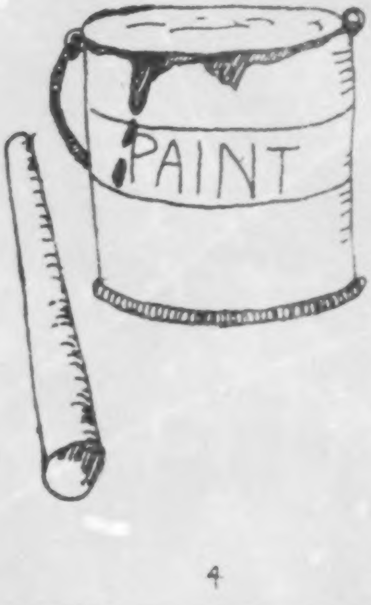

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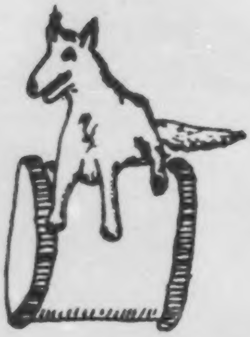

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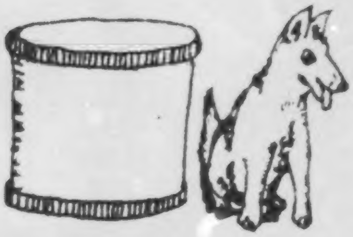

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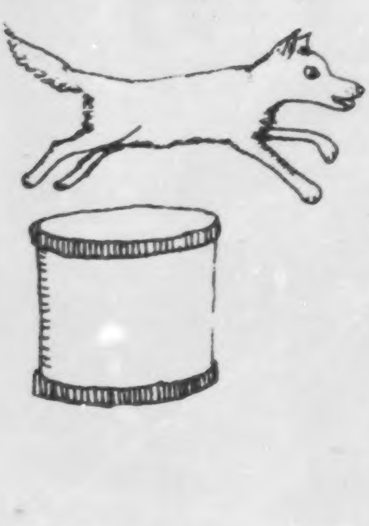

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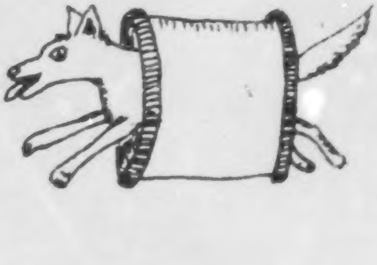

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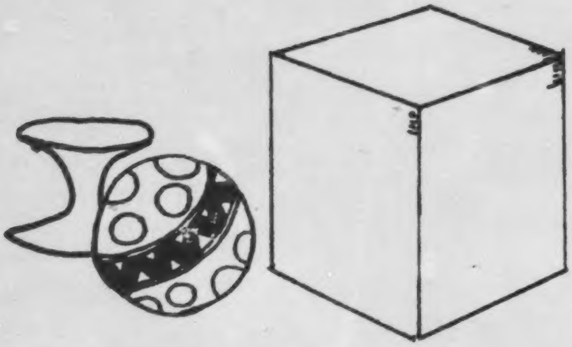

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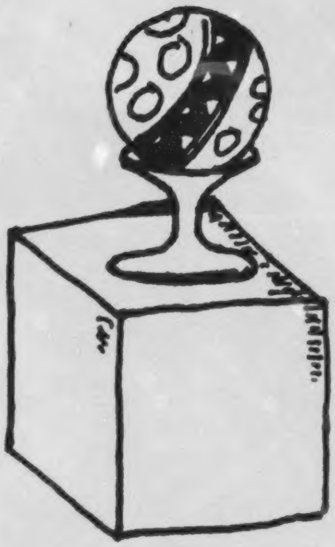

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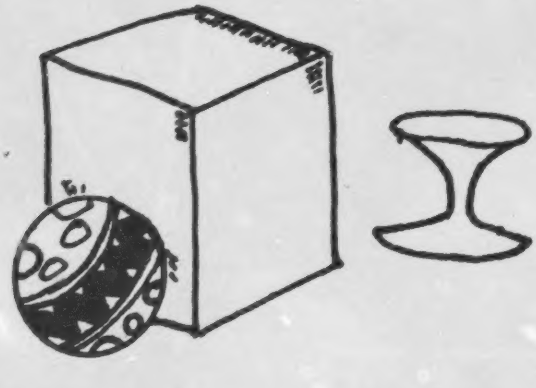

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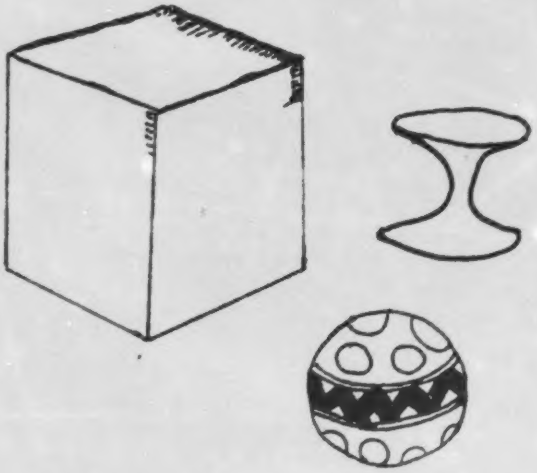

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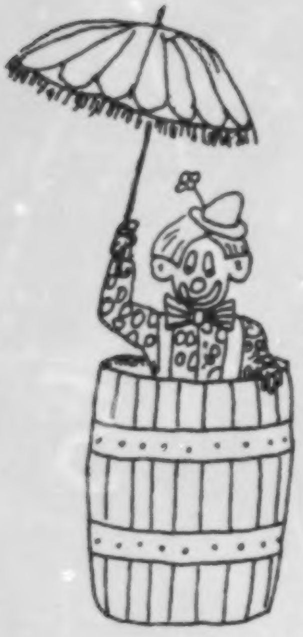

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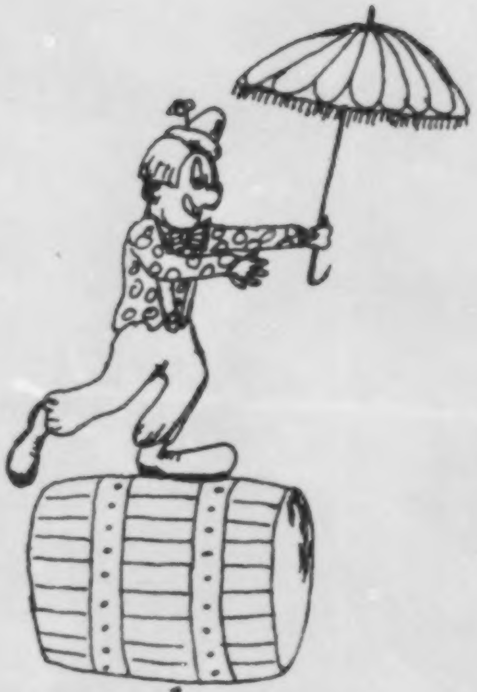

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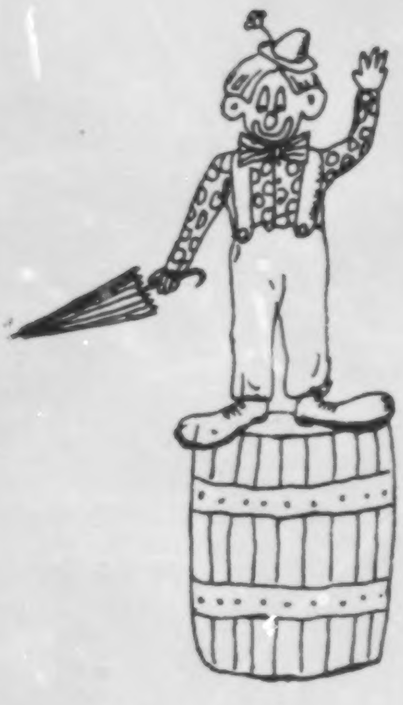

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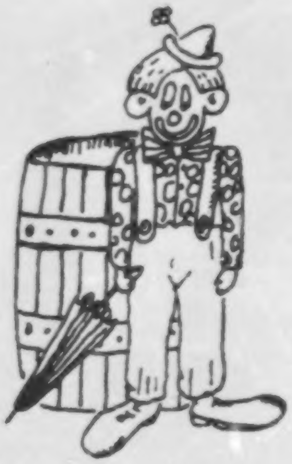

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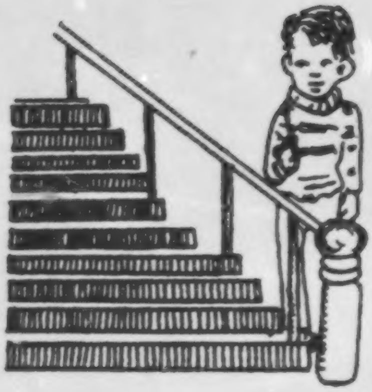

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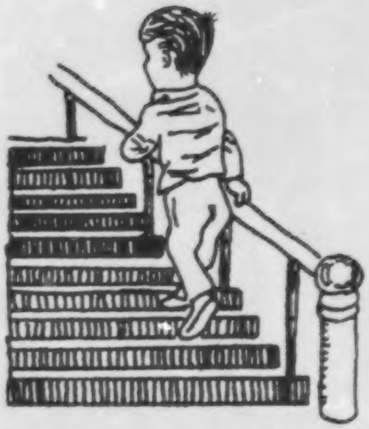

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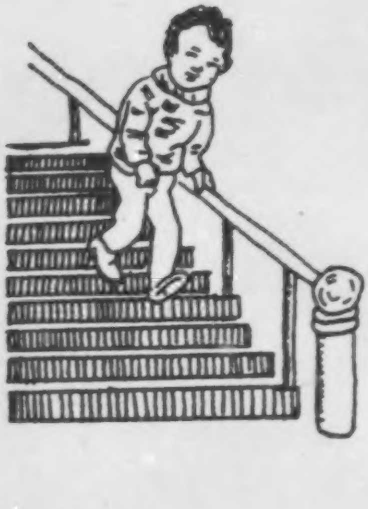

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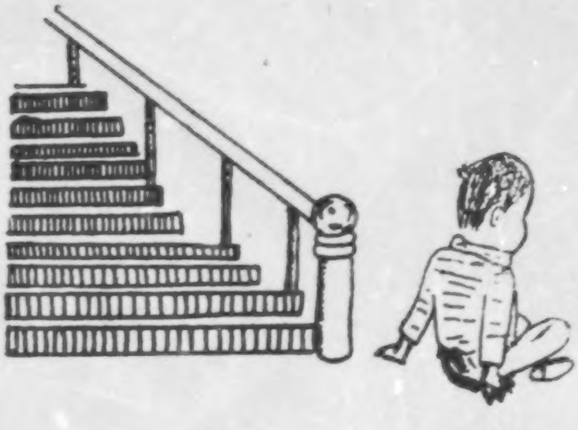

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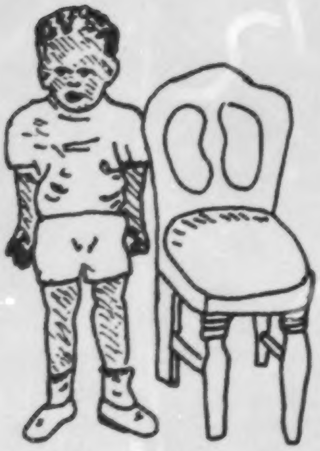

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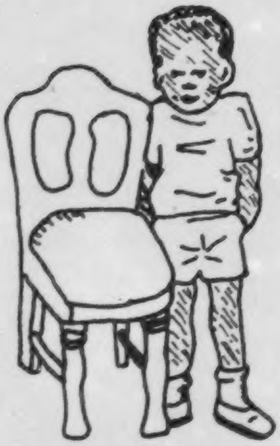

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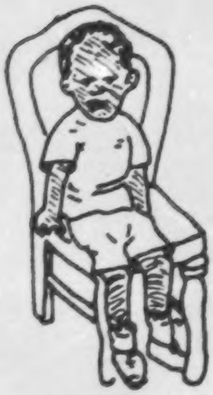

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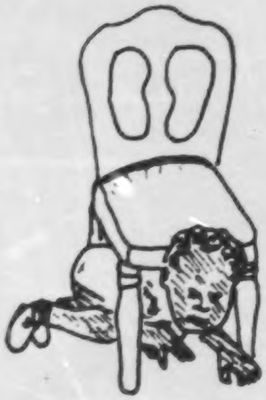

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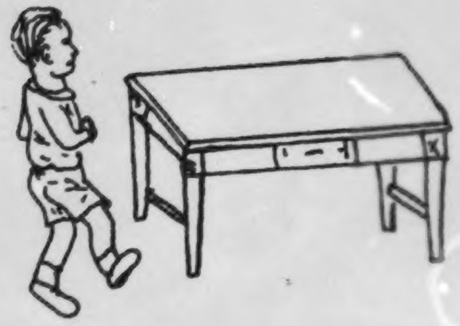

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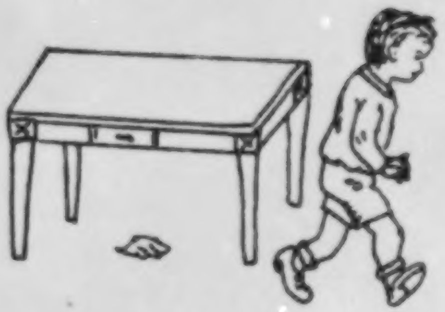

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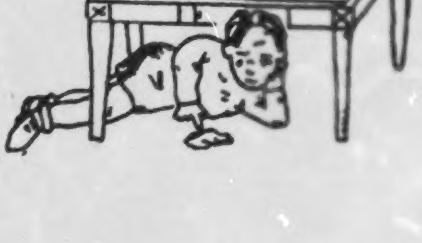

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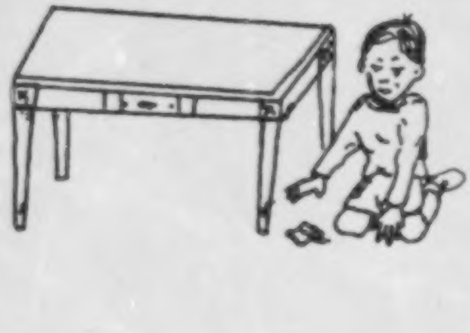

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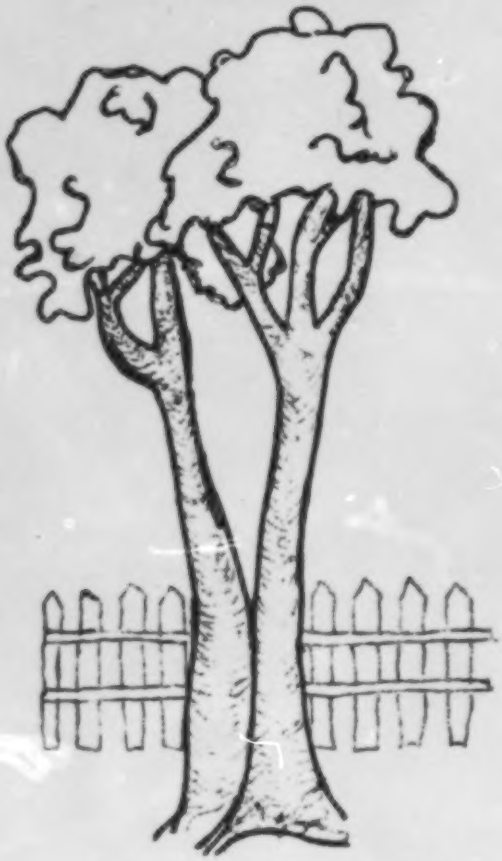

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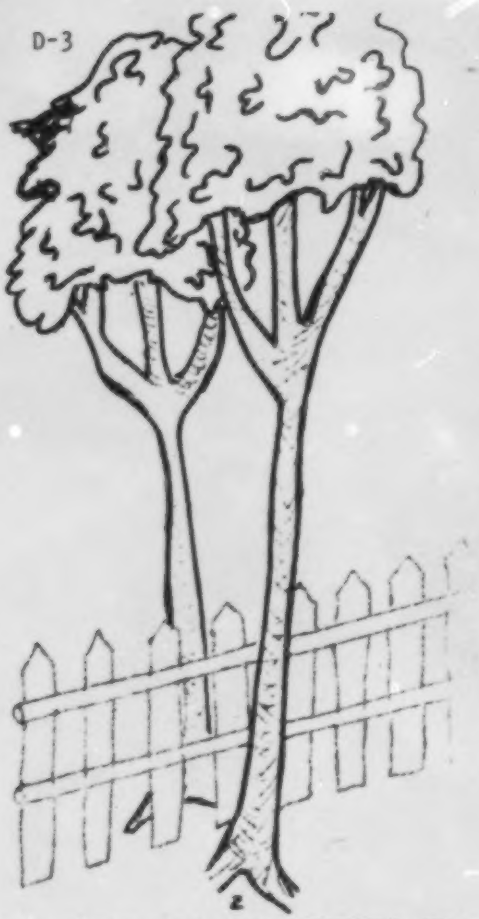

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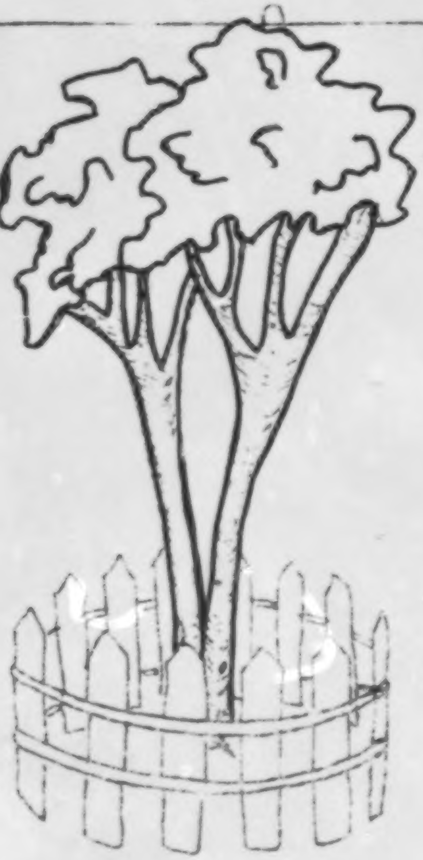

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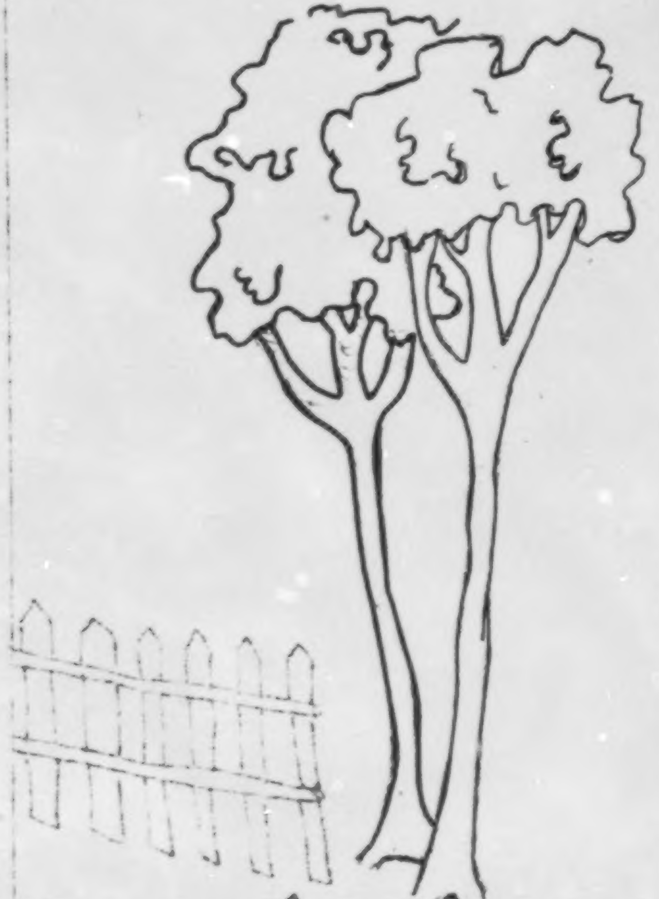

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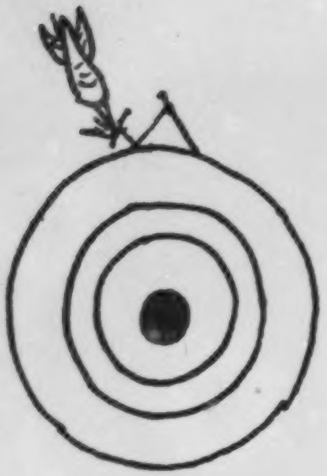

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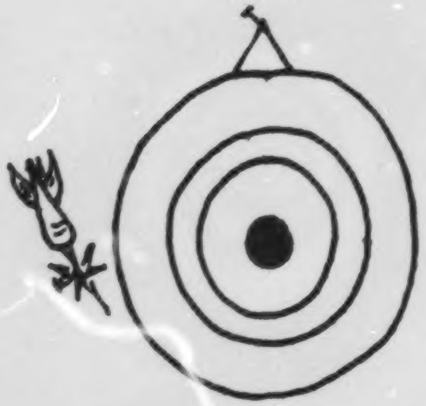

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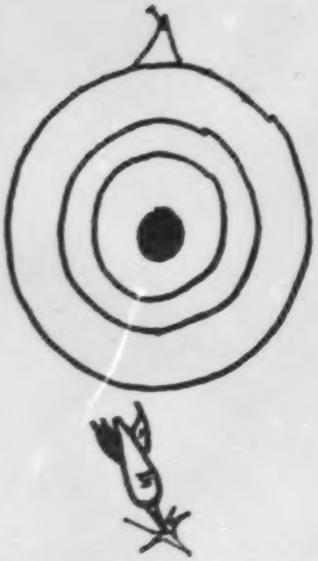

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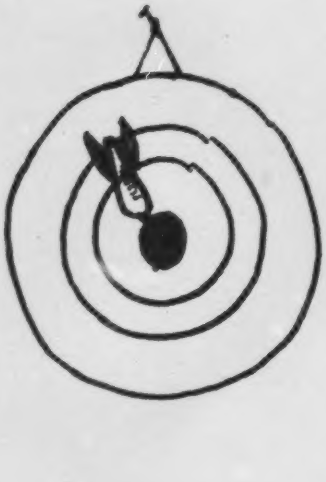

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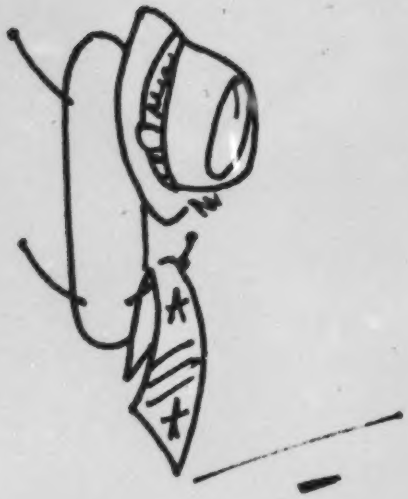

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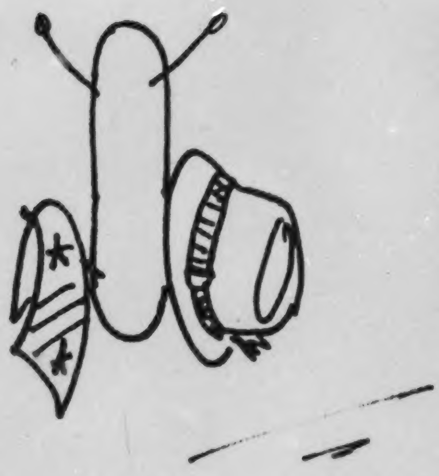

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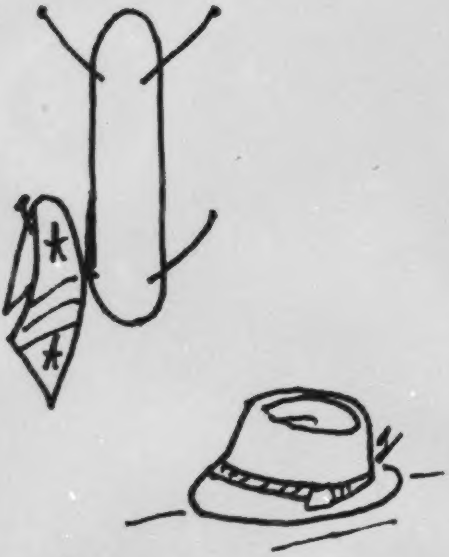

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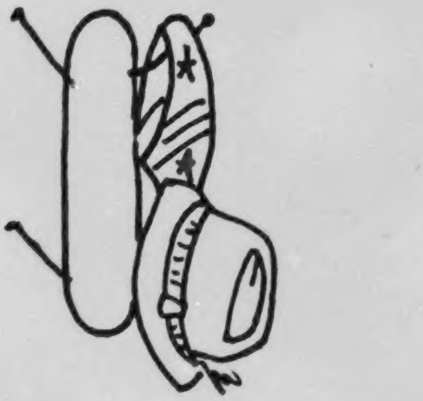

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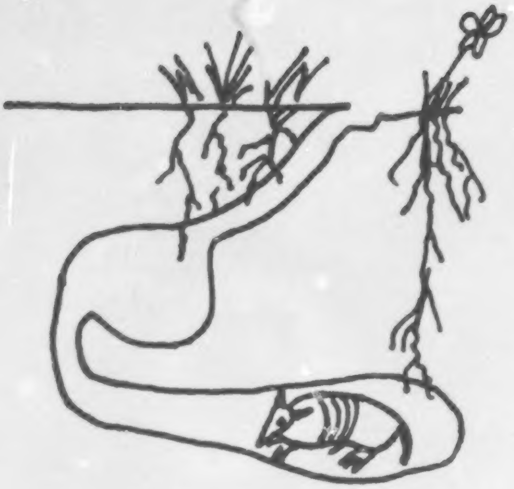

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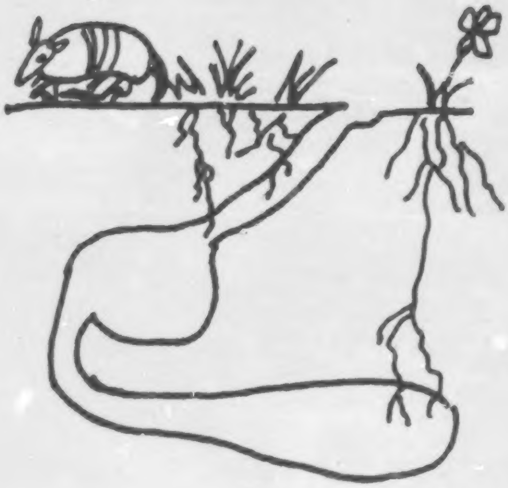

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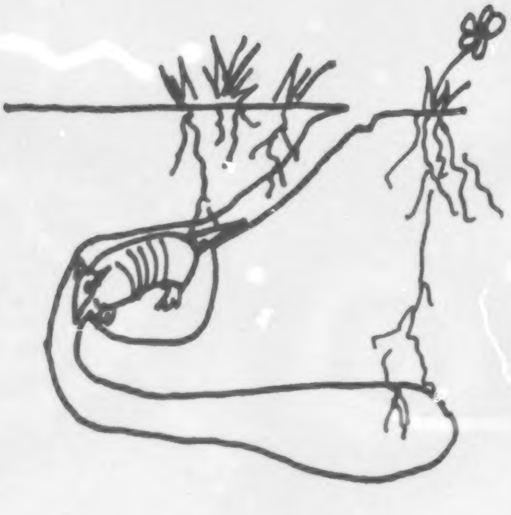

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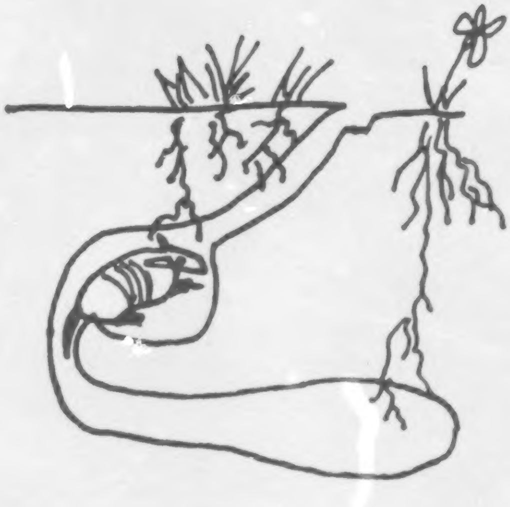

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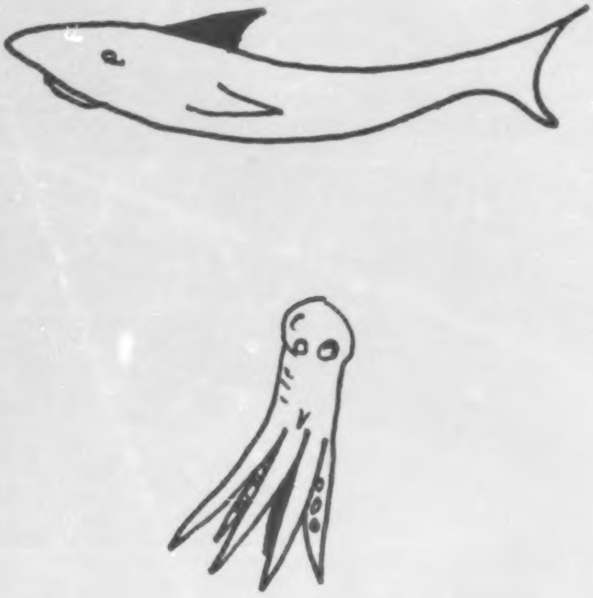

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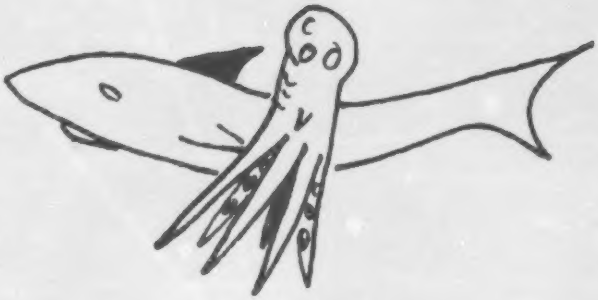

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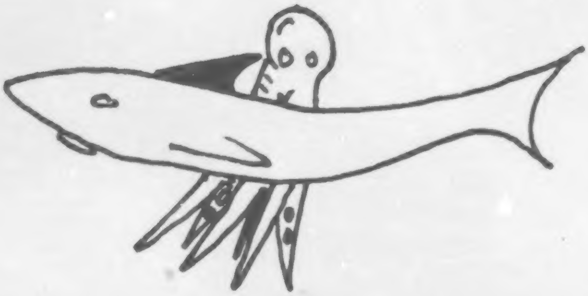

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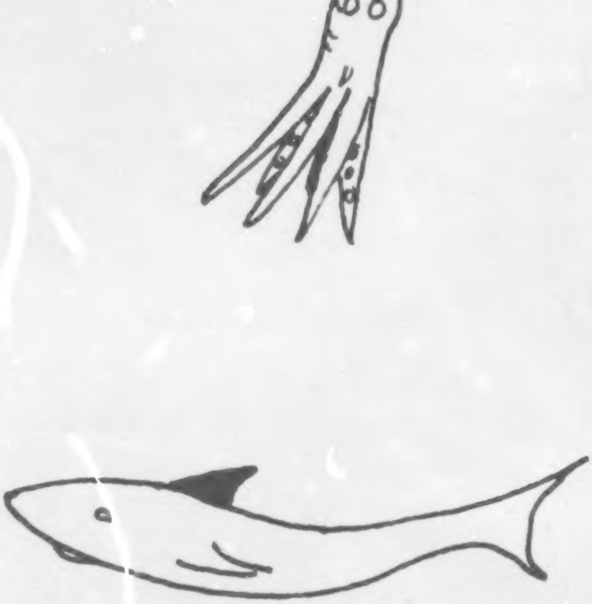

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D-3

PRESPOSTIONS INVENTORY (PI)

SET
A

INDIVIDUAL TEST RECORD

(last) (first) (initial)
NAME__________ SEX: M F GRADE__________
SCHOOL__________ TEACHER__________
EXAMINER__________ TIME__________ CODE__________
DATE OF TESTING (y)_____ (m)_____ (d)_____
DATE OF BIRTH (y)_____ (m)_____ (d)_____
AGE AT TESTING (y)_____ (m)_____

STATEMENTS
PUT YOUR FINGER ON THE PICTURE
WHERE:...........

SET A

1. The cat is under the couch.	1. (1)_____0
2. The plane is over the hanger.	2. (4)_____0
3. The bee is among the flowers.	3. (1)_____0
4. The squirrel is going down the tree.	4. (4)_____0
5. The boy is behind the chair.	5. (2)_____0
6. The nails are through the boards.	6. (3)_____0
7. The mouse is going away from the toys.	7. (4)_____0
8. The trees are around the house.	8. (1)_____0
9. The stick is in the paint can.	9. (3)_____0
10. The dog is beside the barrel.	10. (2)_____0
11. The ball is against the box.	11. (3)_____0
12. The clown is in front of the barrel.	12. (4)_____0
13. The boy is going up the stairs.	13. (2)_____0
14. The boy is on the chair.	14. (3)_____0
15. The boy is going toward the table	15. (1)_____0
16. The fence is between the trees.	16. (2)_____0
17. The dart is above the target.	17. (1)_____0
18. The hat is off the hook.	18. (3)_____0
19. The animal is outside his home.	19. (2)_____0
20. The shark is below the octopus.	20. (4)_____0

Adapted from Coller, A. & Victor, J. (1968) Early Childhood Inventories: Preposition Inventory/Linguistic Concepts. New York: Institute for Developmental Studies, N.Y.U.

D-3

RESEARCH FOR BETTER SCHOOLS
1700 Market Street
Philadelphia, Pennsylvania 19103

RELATIONAL CONCEPTS INVENTORY*

* Adapted from Coller, A. & Victor, J. (1968).
Early Childhood Inventories:
Relational Concepts Inventories. New York: Institute for
Developmental Studies, N.Y.U.

RELATIONAL CONCEPTS INVENTORY DIRECTIONS

(P) = Procedure (L) = Language (M) = Motivation

TASK

(P) Seat child at a table to the left of the examiner.

(L) WE'RE GOING TO PLAY ANOTHER GAME WITH PICTURES.

~~(P) The examiner places a card on the lower/upper half of the page.~~

(P-L) While the examiner points to the pictures on the page he/she will say! LOOK AT ALL THE PICTURES HERE (pause).

(L) I WILL TELL YOU ABOUT ONE OF THESE PICTURES AND THEN I WANT YOU TO PUT YOUR FINGER ON THE PICTURE I HAVE TOLD YOU ABOUT (pause).

(L) ALL RIGHT, LET US TRY THE FIRST ONE. PUT YOUR FINGER ON: (e.g., THE MAN WHO IS HAPPY (stress)).

(P) Repeat the description, if necessary. And, if needed, start with one of the following: CAN YOU FIND____? SHOW ME____. POINT TO____.

If child makes a correct response

(M) PRAISE OFTEN! Say, "GOOD! YOU ARE DOING WELL." Or, "FINE, LET'S TRY SOME MORE."

(P) Proceed to next item.

If child asks: "Did I get that one right?"

(L) Say" "THAT WAS A GOOD ANSWER."

(P) Proceed to next item.

If child does not respond

(P) Make sure he/she has heard the directions, is looking at the pictures, is paying attention, etc. Some very young children may have to go to the bathroom but will not say anything until prompted.

(P) If necessary, repeat the instruction.

(M) Enclouage the timid child, "I BET YOU KNOW THE RIGHT ANSWER."

If child still does not answer

(P) Follow the procedure as in the next column

If child responds incorrectly

(M) Occasionally say: "YOU MAY NOT BE SURE YOU KNOW WHICH PICTURE I AM TELLING YOU ABOUT, BUT STILL LOOK CAREFULLY AT ALL THE PICTURES BEFORE YOU CHOOSE THE ONE YOU THINK IS RIGHT"

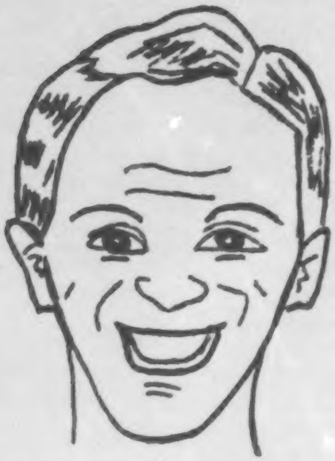
(P) Proceed to the next item.

If child asks: "Did I get that one right?"

(L) Say" "THAT WAS A GOOD ANSWER."

(P) Proceed to next item.

1 D-3



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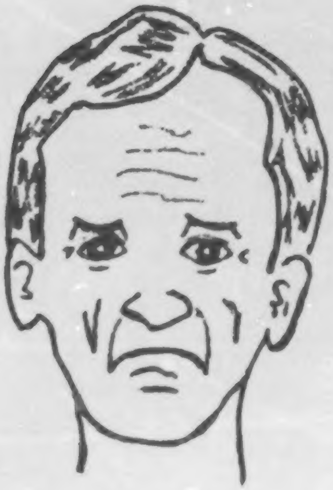

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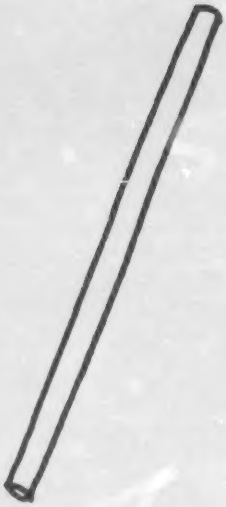
2 D-3



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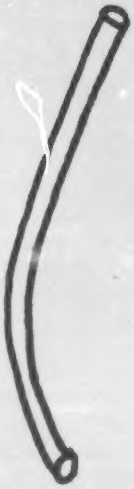

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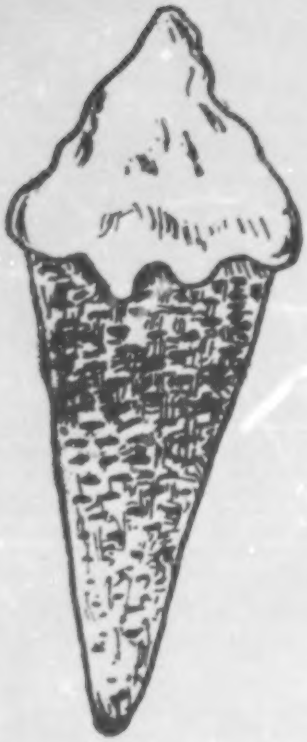

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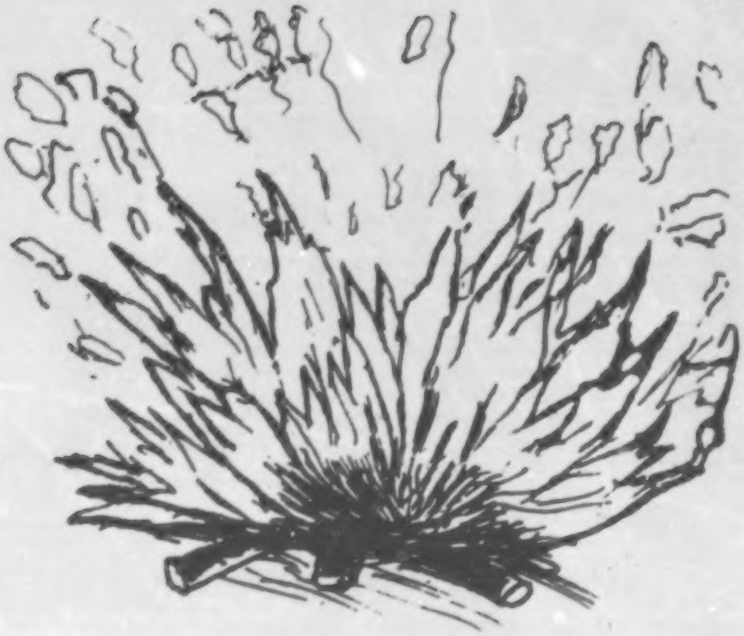

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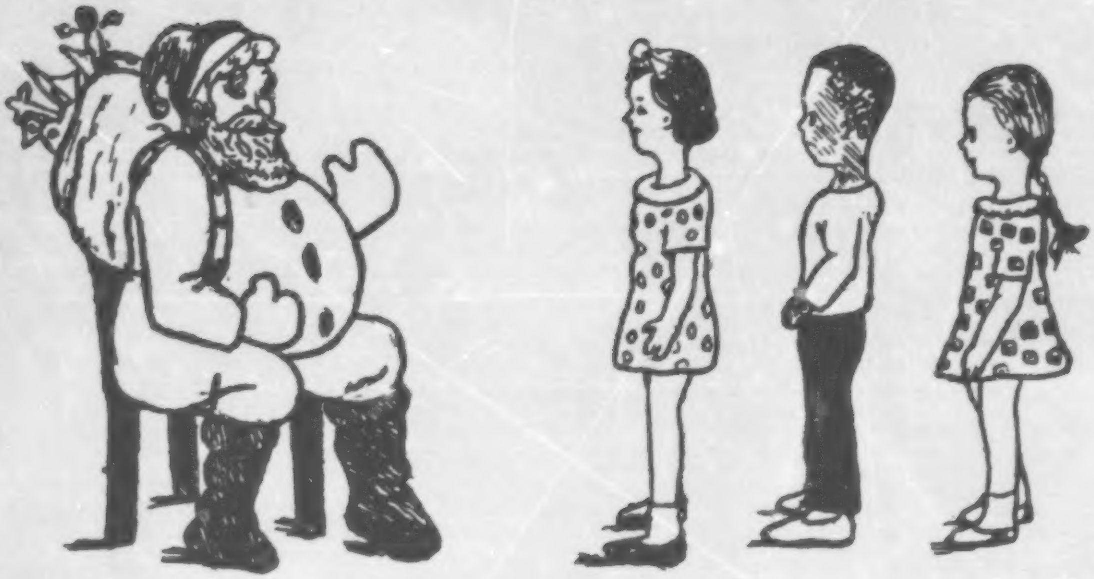

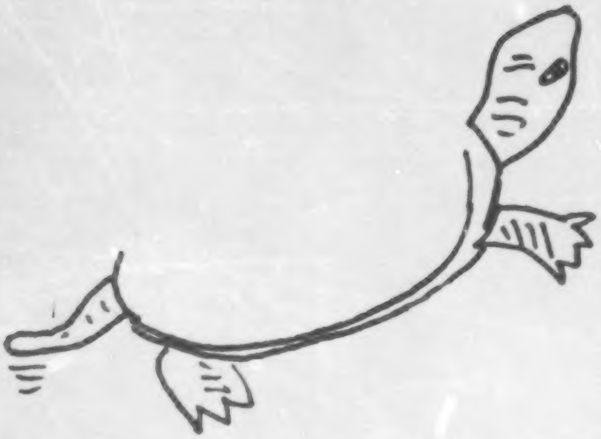

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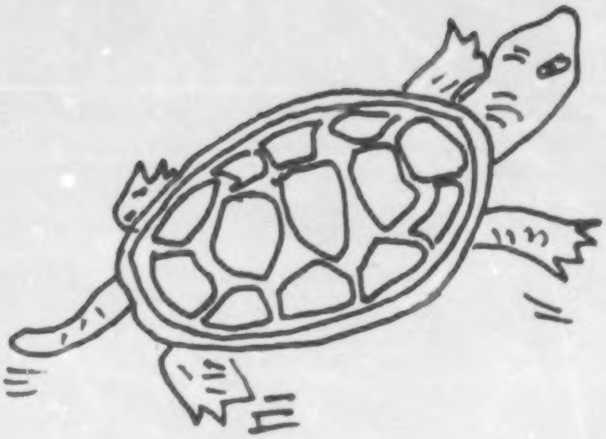

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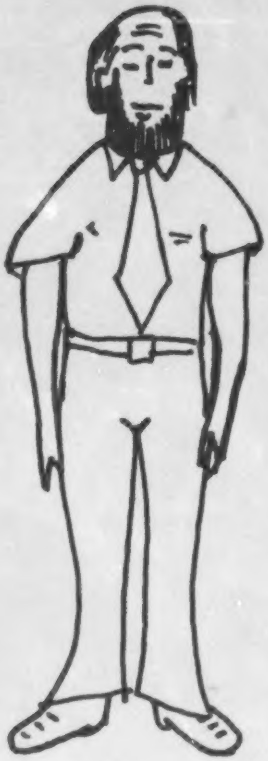
6 D-3



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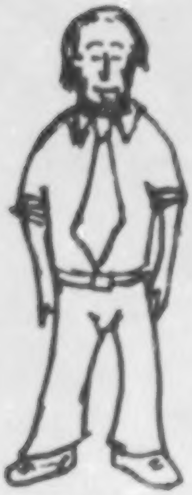

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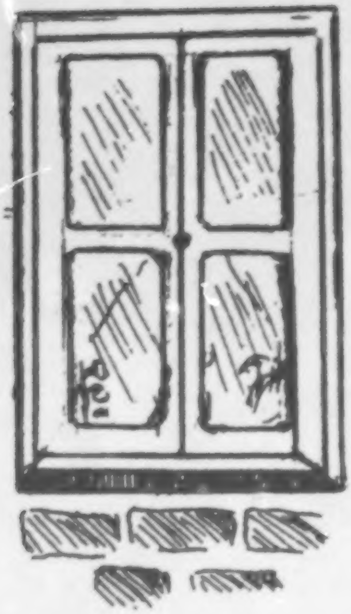
7 D-3



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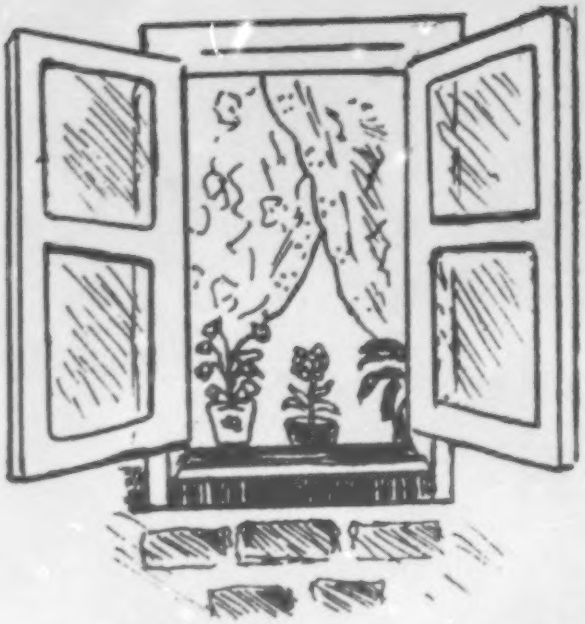

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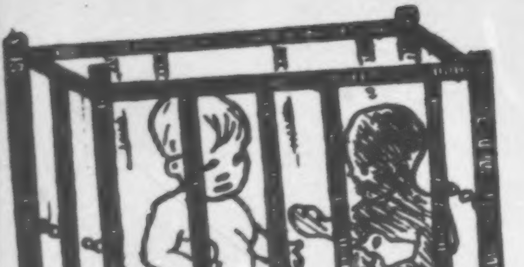

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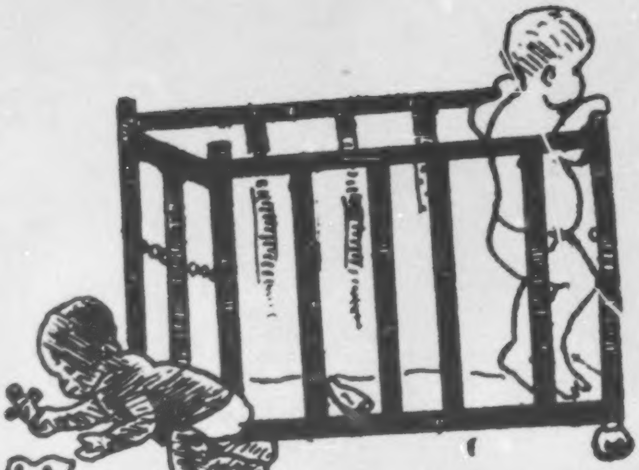

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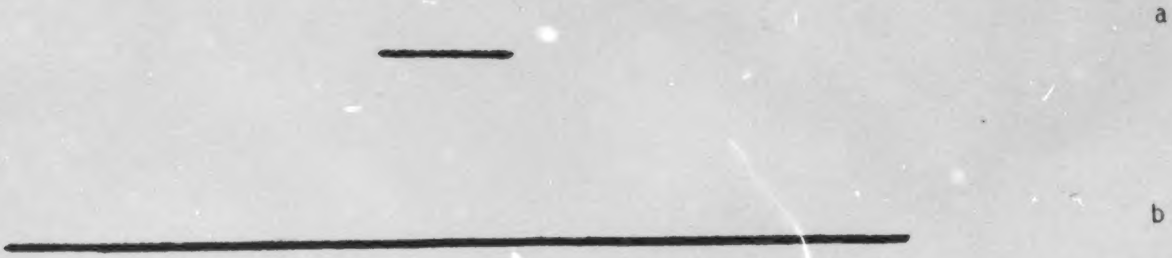
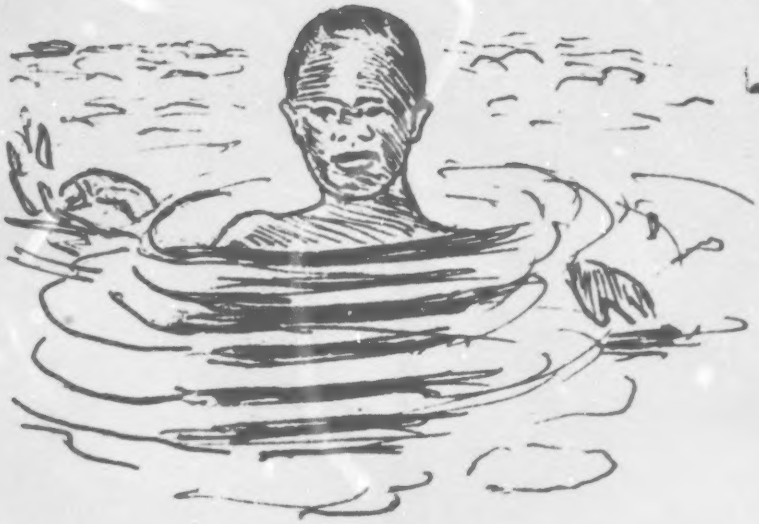

a
b

10 D-3

a b



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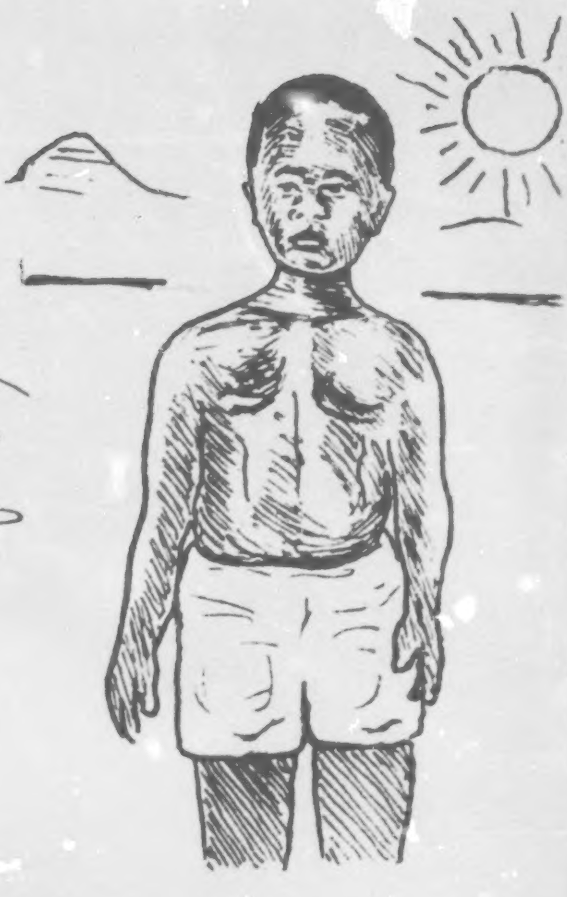

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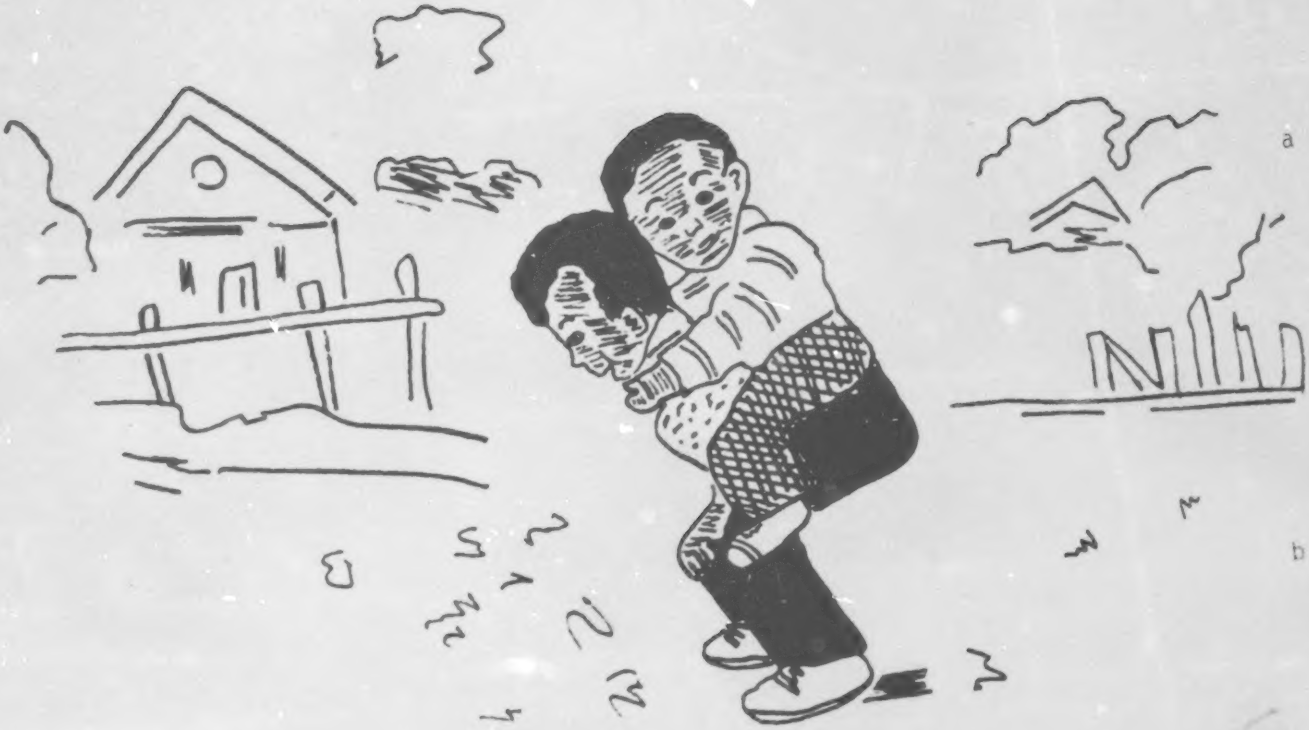
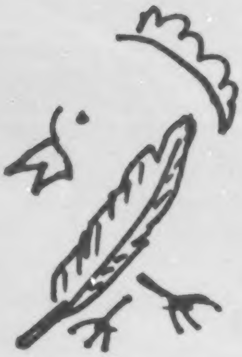
13 D-3





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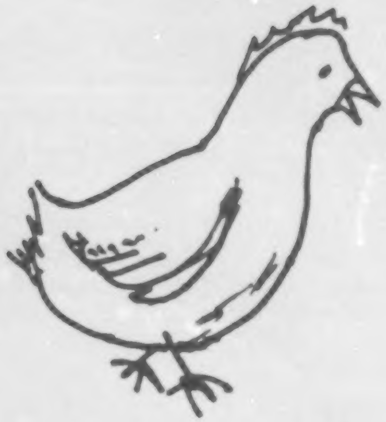

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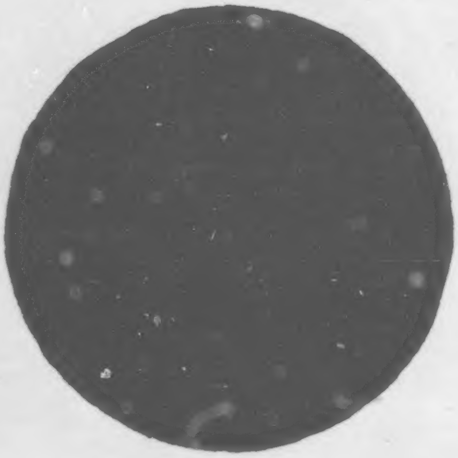
15 D-3



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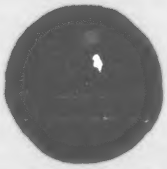

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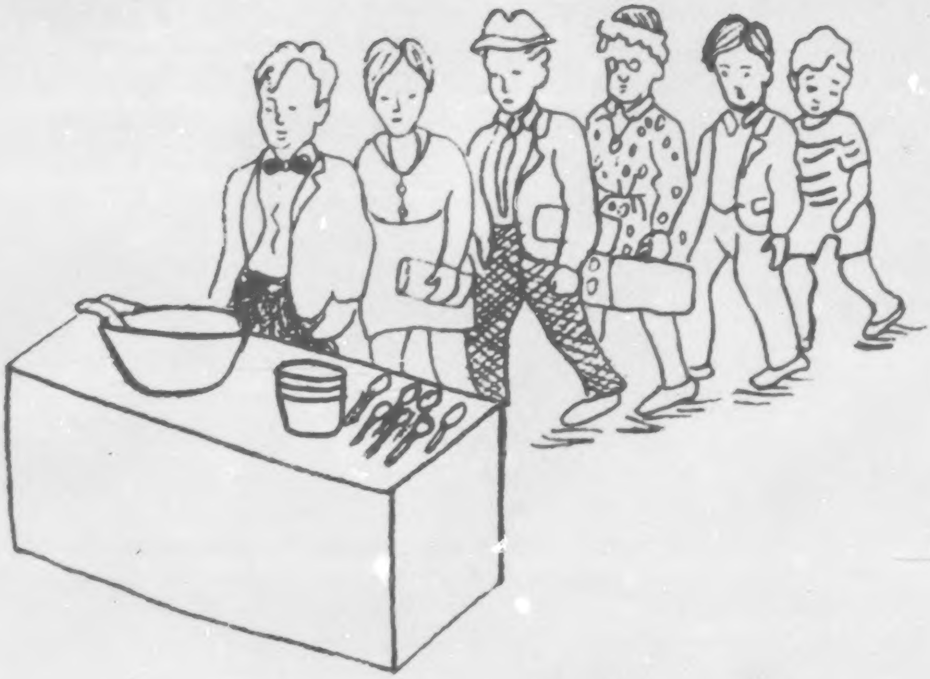
16 D-3



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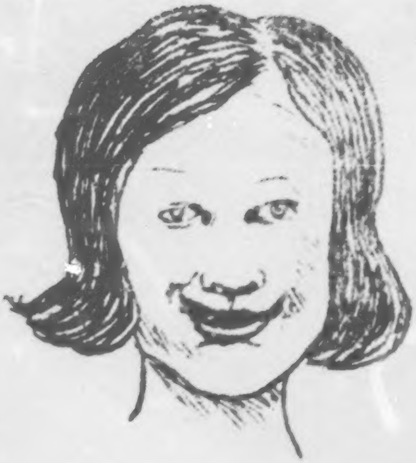
b

17 D-3



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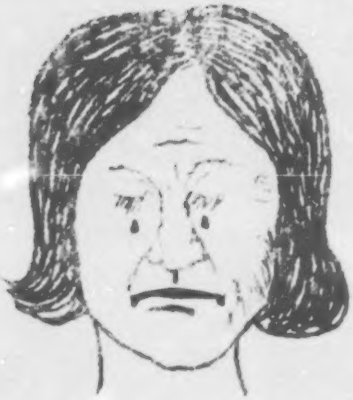

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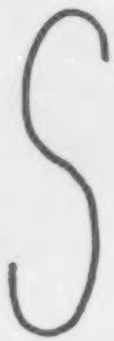
18 D-3



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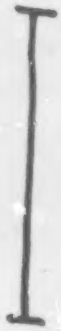

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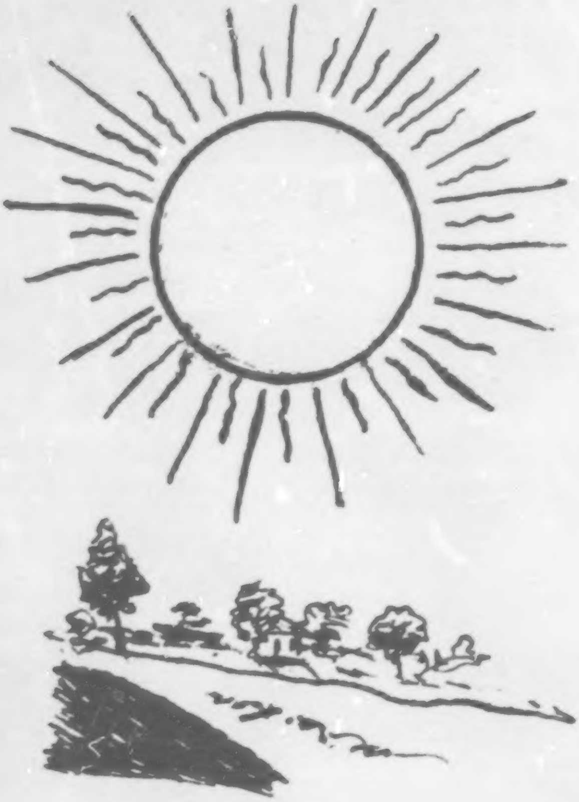

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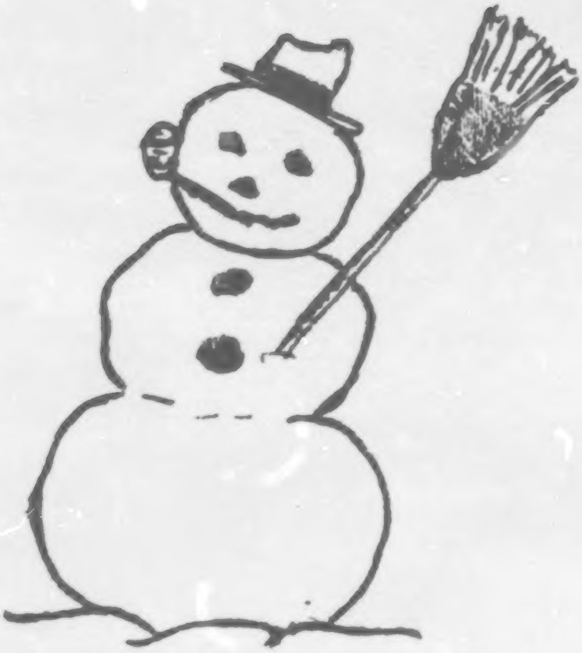

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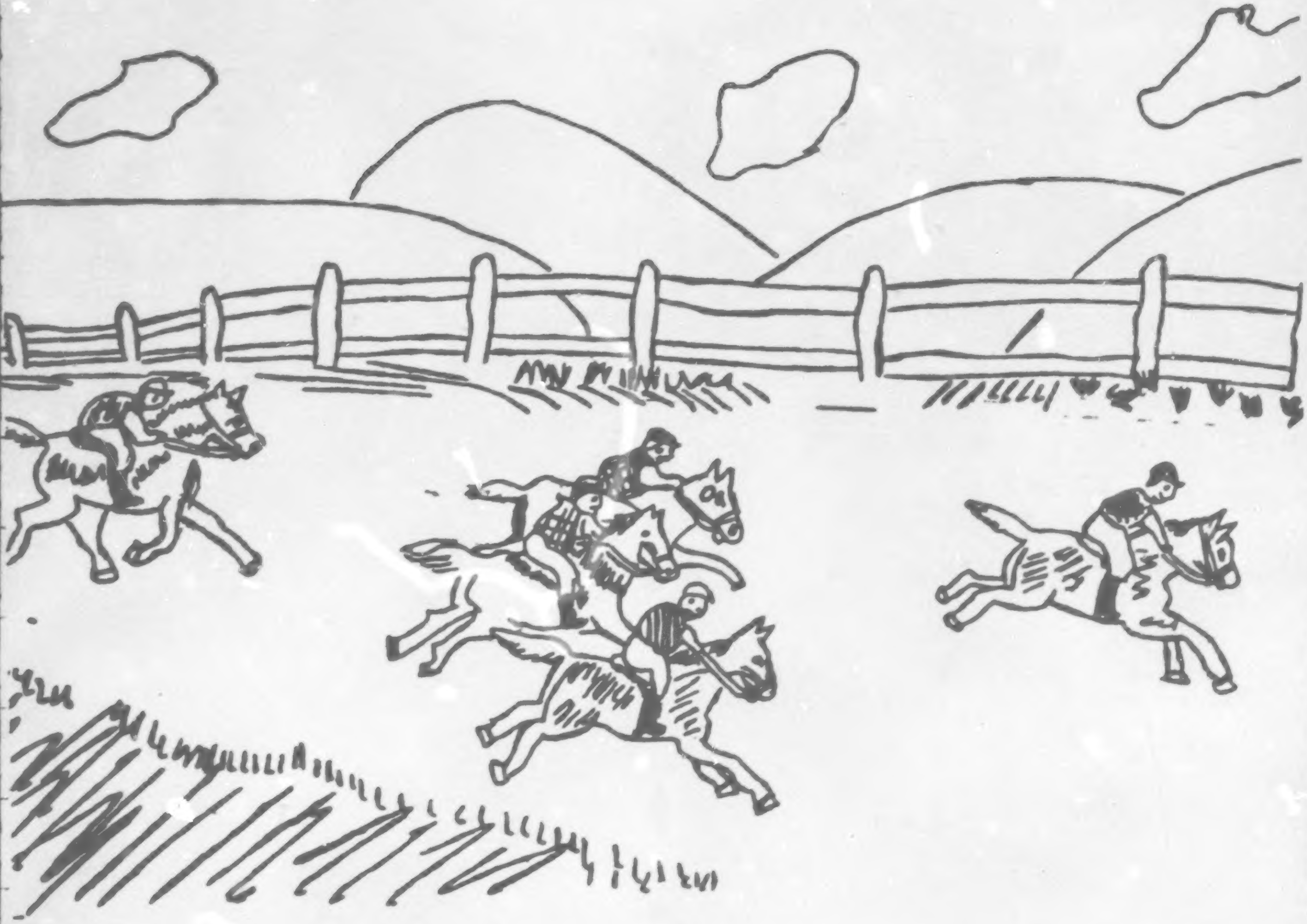
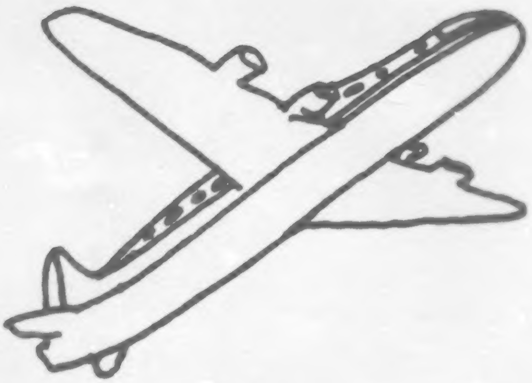


a

b

21 D-3



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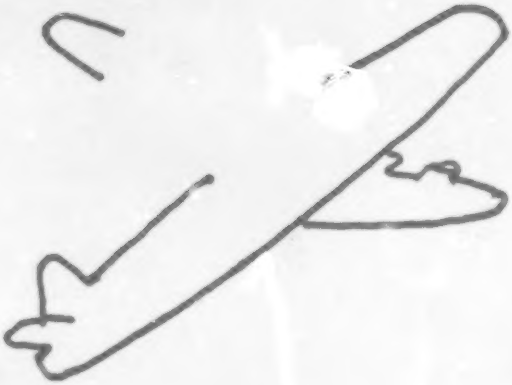

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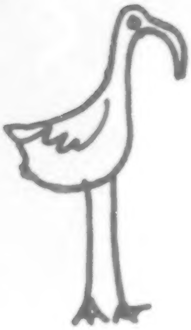
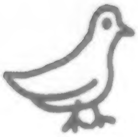
22 D-3





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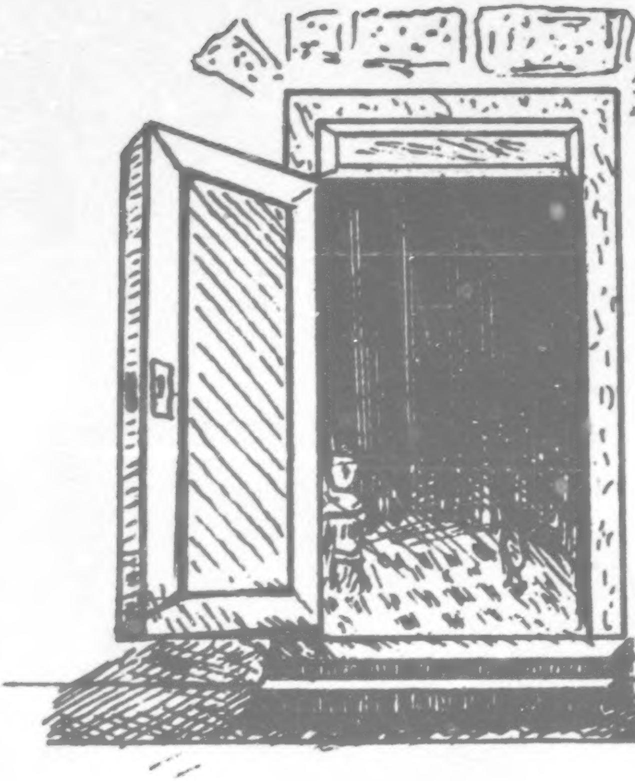

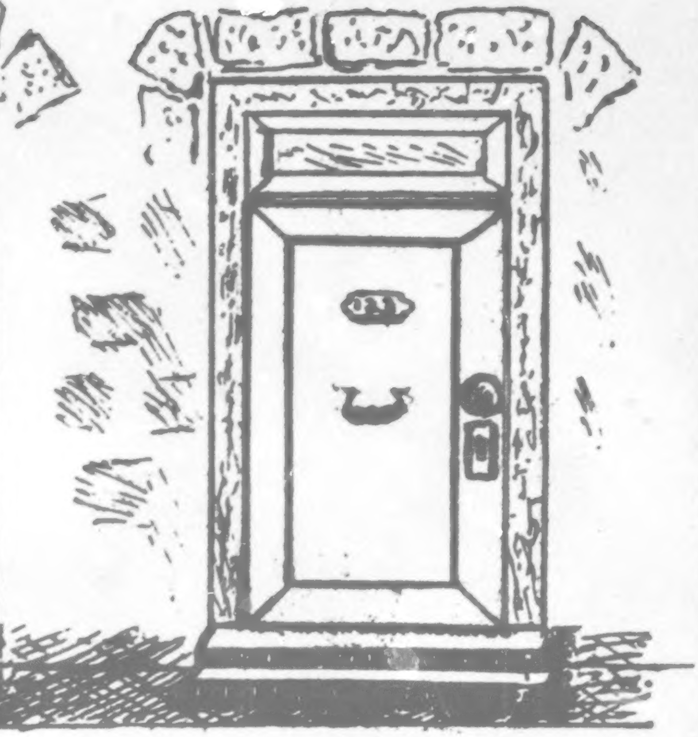

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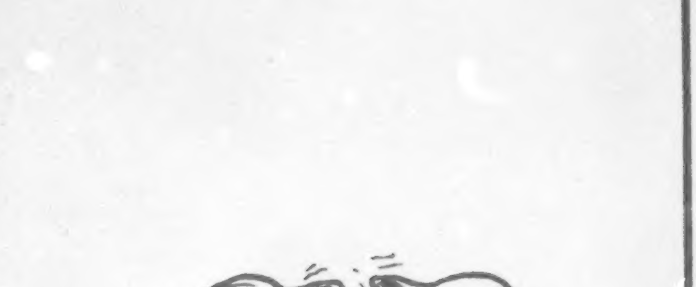

a

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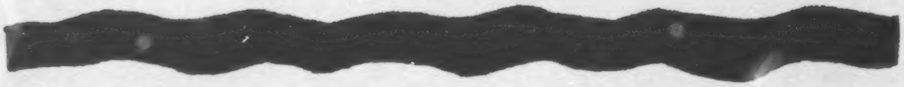
25 D-3



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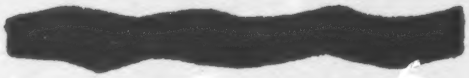

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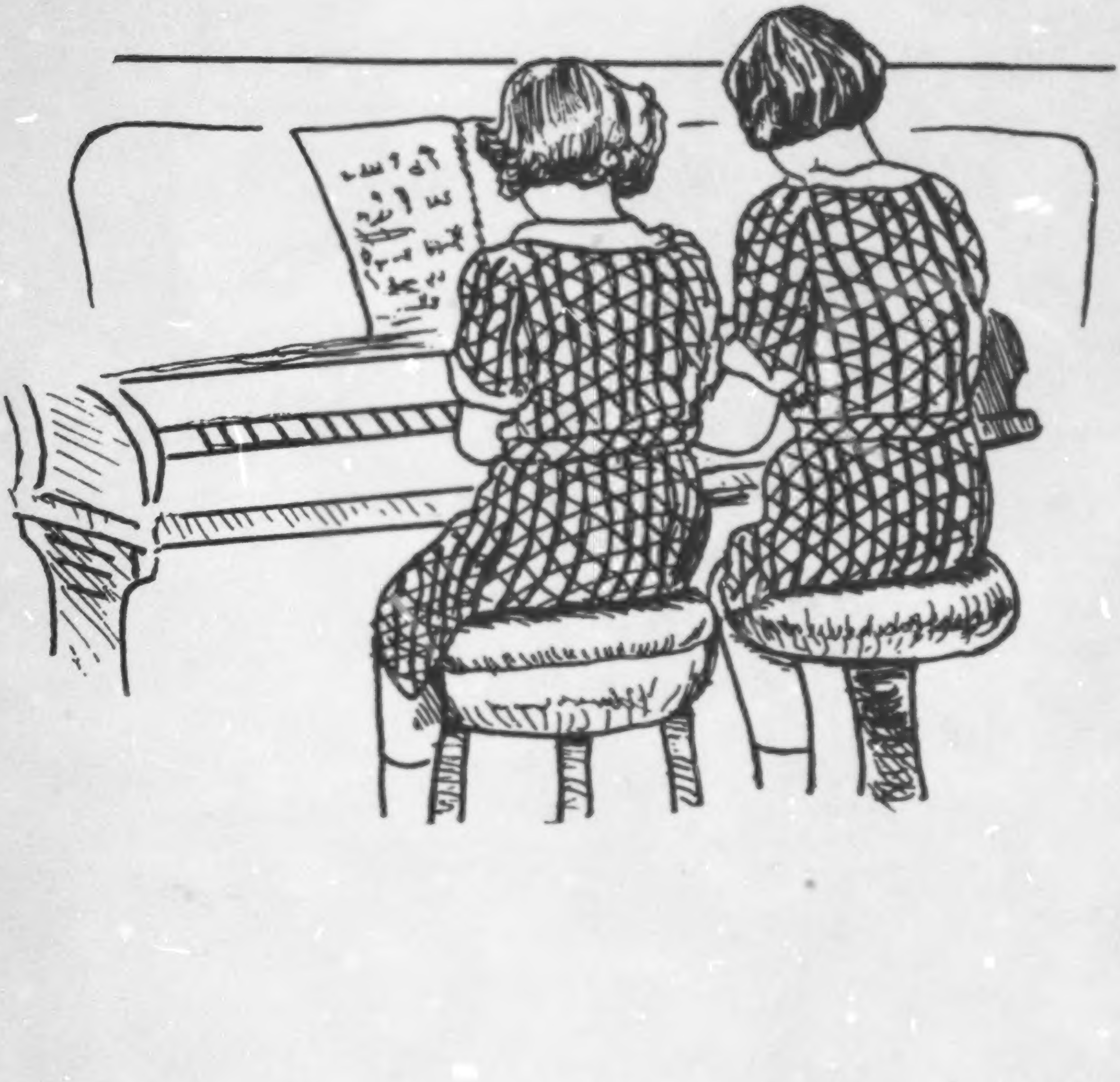
26 D-3



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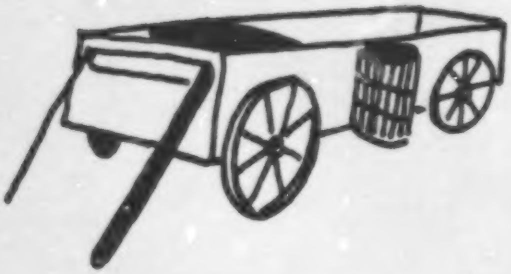
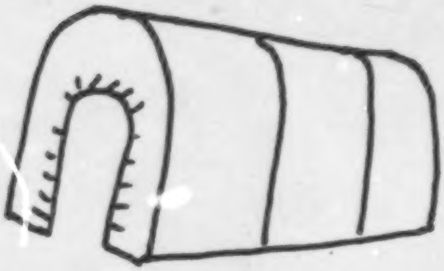
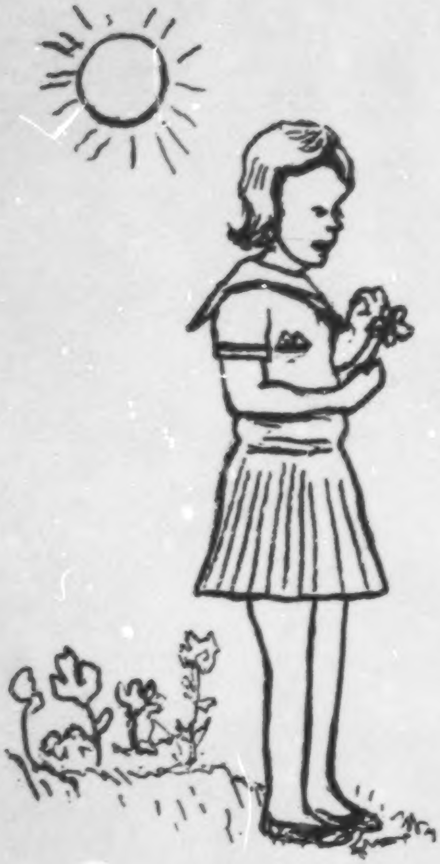




a

b

28 D-3



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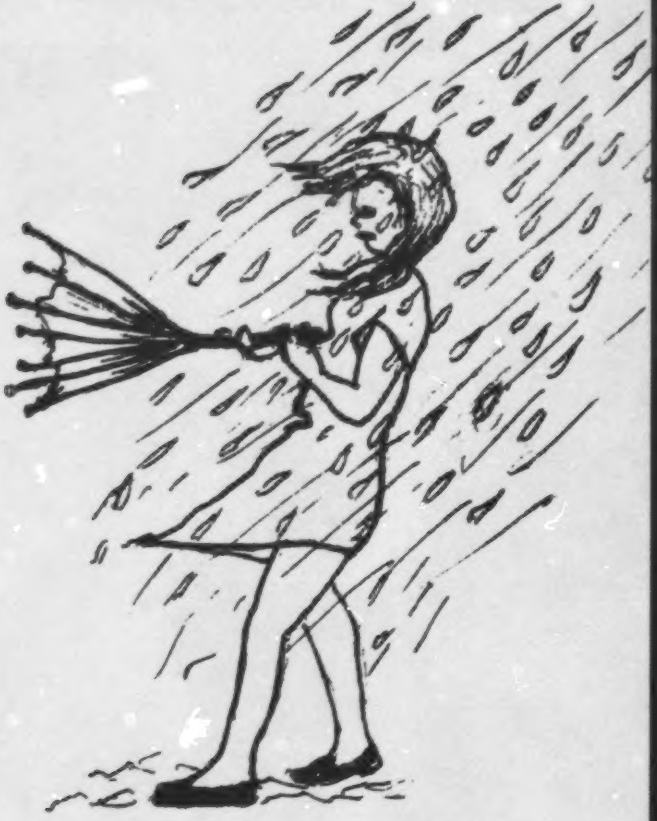

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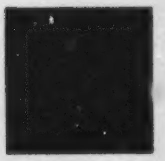

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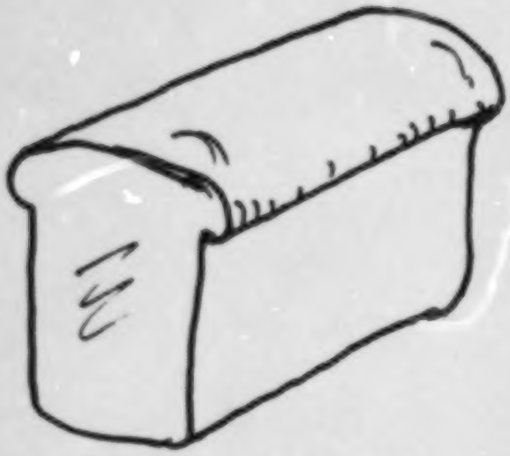

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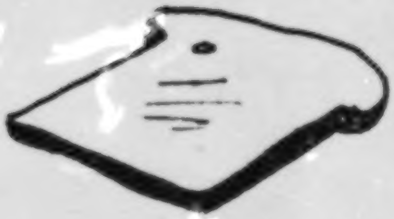

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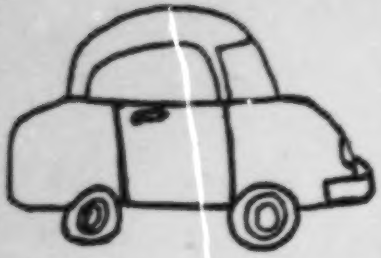
31 D-3



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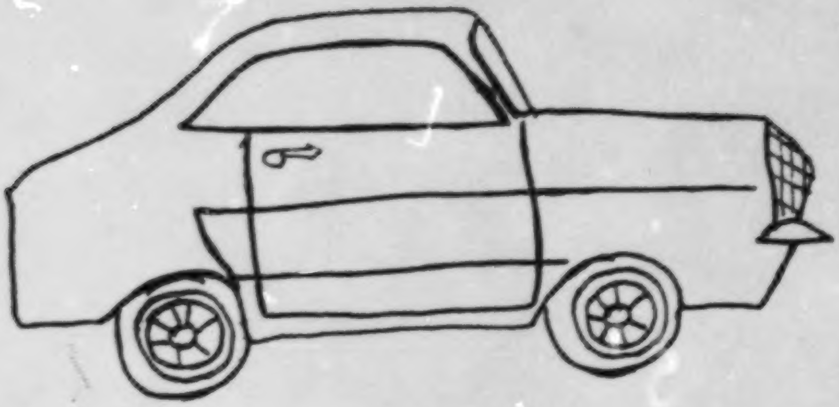

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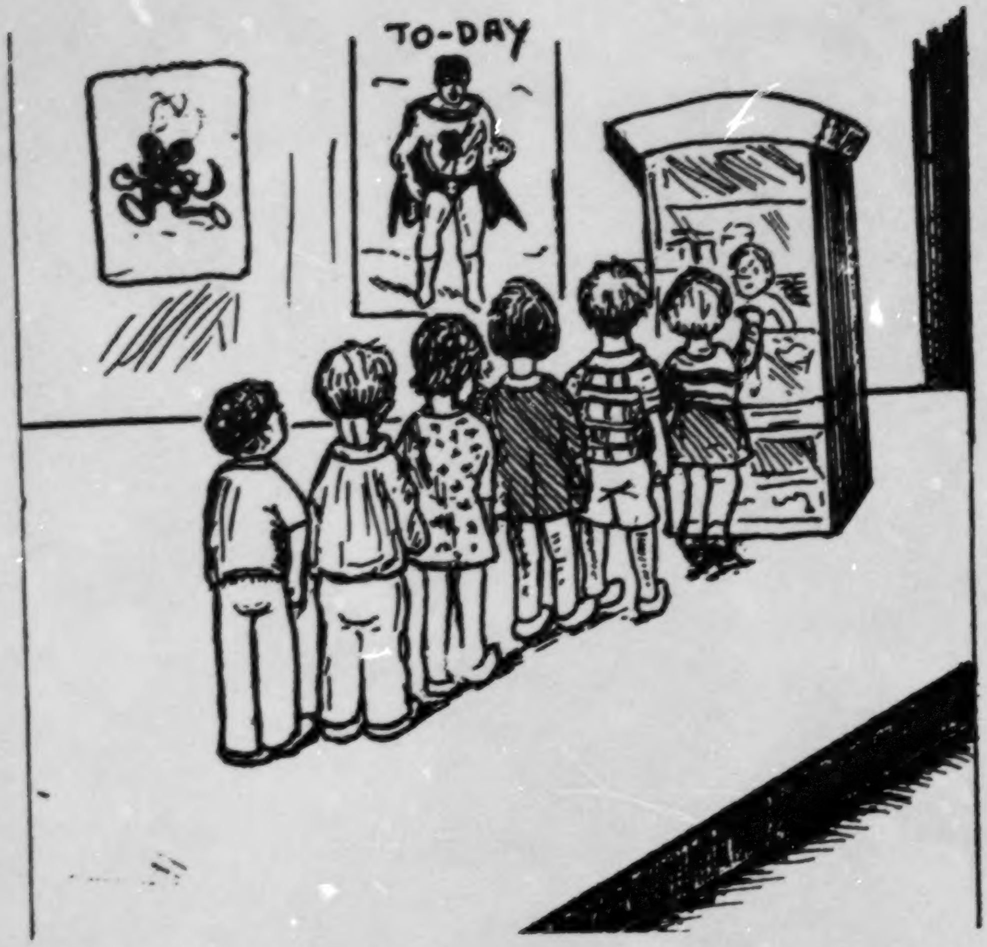


a b

SET
A

Relational Concepts Inventory*

NAME ________________________ SEX: M F GRADE________
SCHOOL ________________________ TEACHER ________________

DATE OF TESTING (y)______ (m)______ (d)______
DATE OF BIRTH (y ______ (m)______ (d)______
AGE AT TESTING (y)______ (m)______

PUT YOUR FINGER ON....

1.	The man who is happy.	1 (a)______○
2.	The rod that is curved.	2 (b)______○
3.	Something cold.	3 (a)______○
4.	The child who is first in line to see Santa.	4 (a)______○
5.	The drawing of the turtle that is complete.	5 (b)______○
6.	The man that is short.	6 (b)______○
7.	The open window.	7 (b)______○
8.	The babies who are playing together.	8 (a)______○
9.	The long line.	9 (b)______○
10.	The star at the left of the page.	10 (a)______○
11.	The upper half of the man.	11 (a)______○
12.	The boy who is dry.	12 (b)______○
13.	The boy who is on the bottom.	13 (b)______○
14.	The parts of the chicken.	14 (a)______○
15.	The big circle.	15 (a)______○
16.	The person at the end of the line.	16 (b)______○
17.	The girl who is sad.	17 (b)______□
18.	The letter that is straight.	18 (b)______□
19.	Something hot.	19 (a)______□
20.	The horse that is last in the race.	20 (a)______□
21.	The drawing of the plane that is incomplete.	21 (b)______□
22.	The bird that is tall.	22 (a)______□
23.	The closed door.	23 (b)______□
24.	The dogs who are apart eating.	24 (a)______□
25.	The short line.	25 (b)______□
26.	The girl sitting at the right.	26 (b)______□
27.	The bottom half of the wagon.	27 (a)______□
28.	The girl who is wet.	28 (b)______□
29.	The square/box that is at the top.	29 (a)______□
30.	The whole bread.	30 (a)______□
31.	The small car.	31 (a)______□
32.	The person at the beginning of the line.	32 (b)______□

Total ____________

(1)○ (2)○ (3)○ (4)○ (5)○ (6)○ (7)○ (8)○ (9)○ (10)○ (11)○ (12)○ (13)○ (14)○ (15)○ (16)○
(17)□ (18)□ (19)□ (20)□ (21)□ (22)□ (23)□ (24)□ (25)□ (26)□ (27)□ (28)□ (29)□ (30)□ (31)□ (32)□
◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇

Total 2-scores__________

*Adapted from Victor, J. & Coller, A. (1968) Early Childhood Inventories Relational Concepts/Pre-Math and Pre-Science, New York: Institute for Developmental Studies, N.Y.U.

RESEARCH FOR BETTER SCHOOLS
1700 Market Street
Philadelphia, Pennsylvania 19103

WALKER READINESS TEST*

FORM A

* Walker, W.
Development of a Readiness Test for Disadvantaged Pre-School Children in the United States
Final Report
Project No. 9-F-017

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN
FORM A

Directions for Administering the Test

For best results, take the child to a room where you will have his undivided attention and explain that you are going to play a new game with him. To avoid distraction, use a blank sheet of paper to keep covered all of the items except the one you are showing the child. Be sure that he understands directions, but do not help him with the test items. An example is given for each subtest; it should be used to determine whether or not the child understands what is expected of him. Do not deviate from the instructions. When the child indicates his choice of answers, encircle on his answer sheet the capital letter which corresponds to his choice. Scoring may be done later with the scoring stencil provided with the test.

Part I: Likenesses or Similarities (Items 1-25)

Specific instructions are given at the beginning of the subtest. The test administrator should point first to the picture on the left, then to those on the right while asking the child to indicate which one is just like the one on the left.

Part II: Differences (Items 26-40)

This subtest has three different parts. Each part has its own directions at the top of the page. The first part, items 26-30, deals with the concept of size. The child is expected to select the largest one of the four pictures presented. The second part, items 31-35, deals with differences. Three of the pictures in each item are alike; the child is directed to select the one which is not like the others. The third part, items 36-40, deals with a more difficult concept. In each item, three of the pictures belong together; the child is asked to select the one which does not belong with the others.

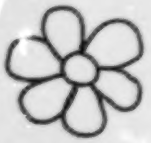
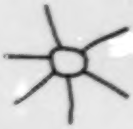
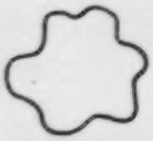
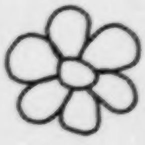
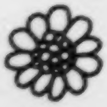
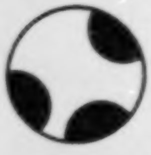
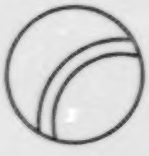
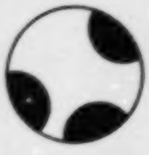
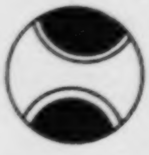
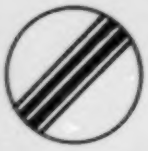
Part III: Numerical Analogies (Items 41-45)

This subtest deals with number concepts. Arrangements of pictures are different, but for each item one alternative contains the same number of objects as the one on the left. Pointing to the picture on the left, the test administrator should ask the child to indicate the picture on the right which contains the same number of objects.

Part IV: Missing Parts (Items 46-50)

In this subtest the child is expected to choose from four pictures the one which will make a complete object of the picture on the left. The test administrator should point to the incomplete object on the left and ask the child to indicate the one on the right which belongs to it.

PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here (gesture toward items on right) that looks just like this one."
"Maintenant, montre-moi celui ici qui est exactement comme celui-ci."
"Ahora, muéstrame aquí el que es muy semejante a éste."

		A	B	C	D
Ex.					
1.					

PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here (gesture toward items on right) that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
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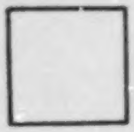
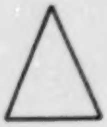
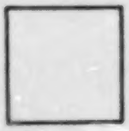
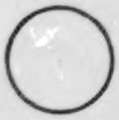
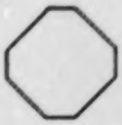
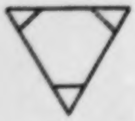
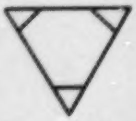
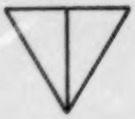
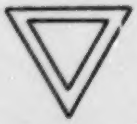
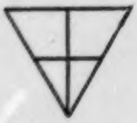
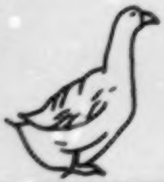
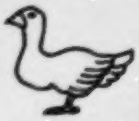
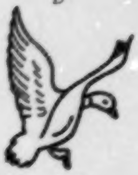
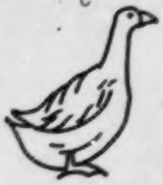
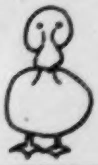
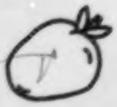
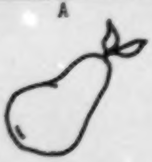
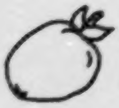
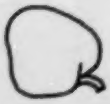
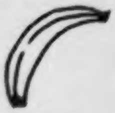
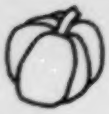
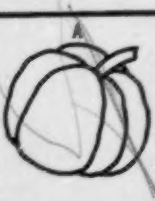
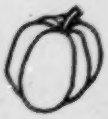
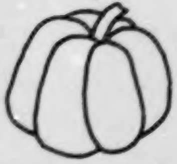
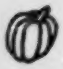
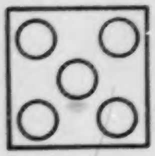
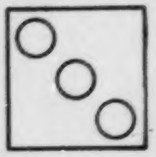
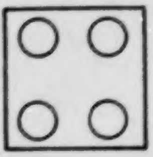
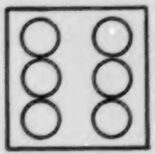
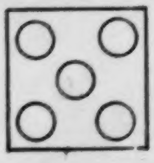
		A	B	C	D
2					
3.					
4.					
5.					
6.					
7.					

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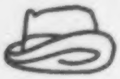
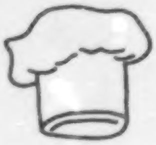
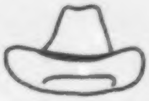
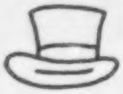
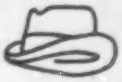
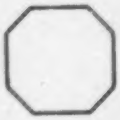
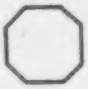
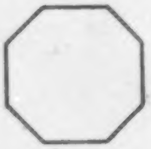
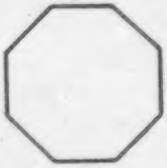
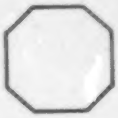
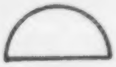
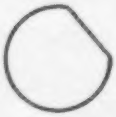
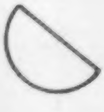
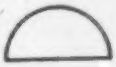
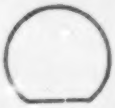
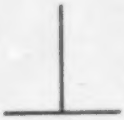
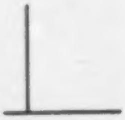
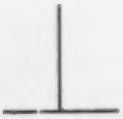
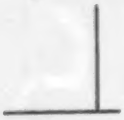
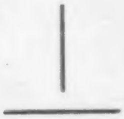
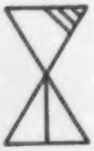
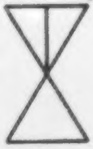
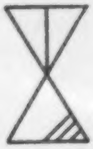
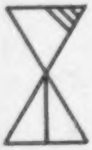
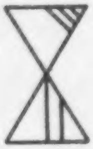
8.					
9.					
10.	yellow	black	red	green	yellow
11.					
12.					
13.					

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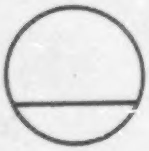
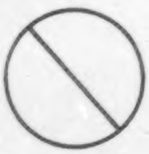
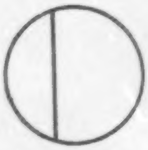
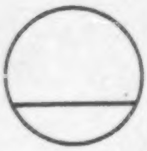
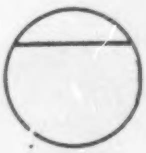
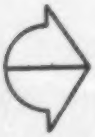
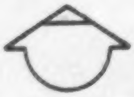
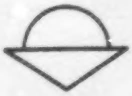
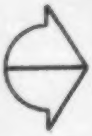
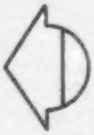
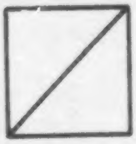
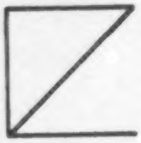
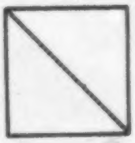
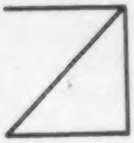
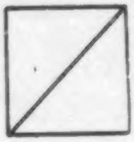
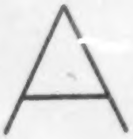
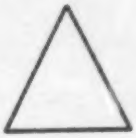
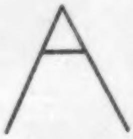
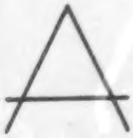
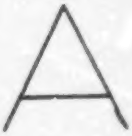
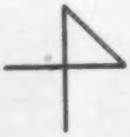
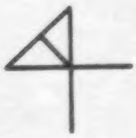
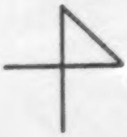
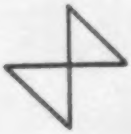
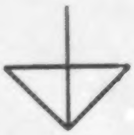
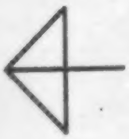
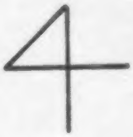
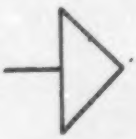
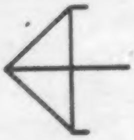
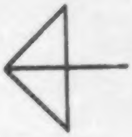
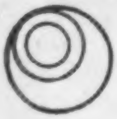
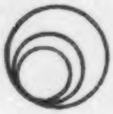
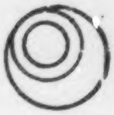
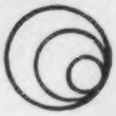
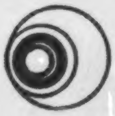
14.					
15.					
16					
17.					
18.					
19.					

PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here (gesture toward items on right) that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora, muéstrame aquí el que es muy semejante a éste."

		A	B	C	D
20.					
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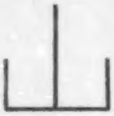
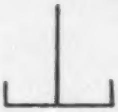
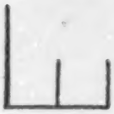
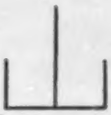
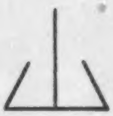
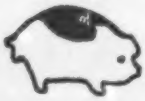
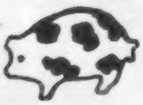
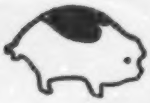
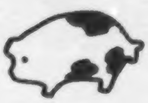
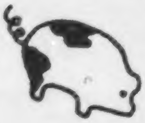
22.					
23.					
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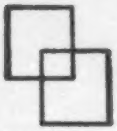
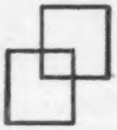
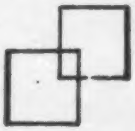
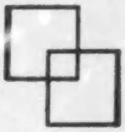
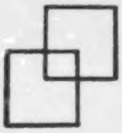
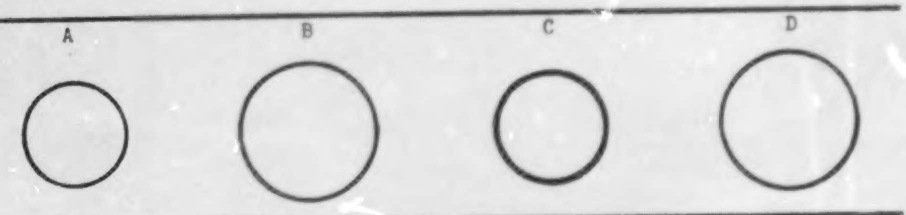
25.					

PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these is the biggest one."
"Maintenant, montre-moi lequel de ceux-ci qui est le plus grand."
"Ahora, muéstrame cual de éstos es el más grande."

Ex.



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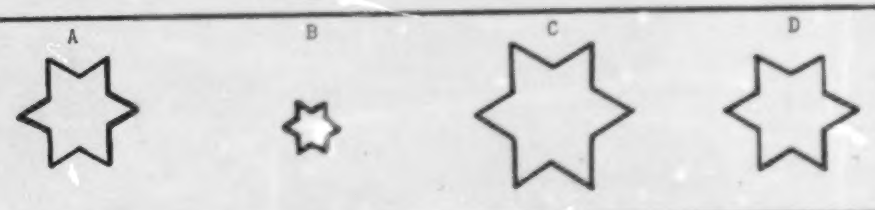

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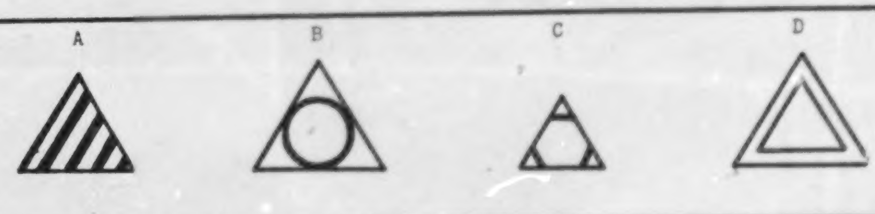

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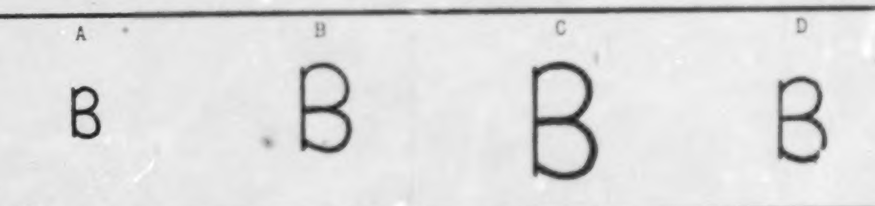

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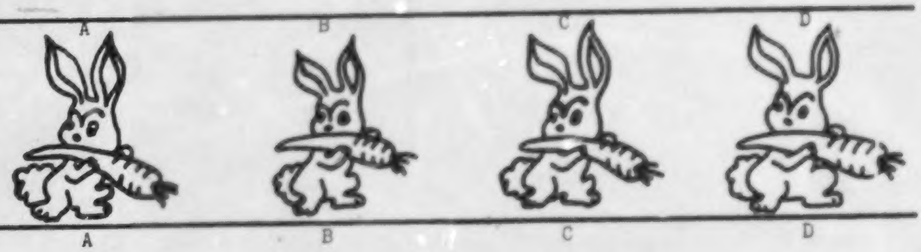

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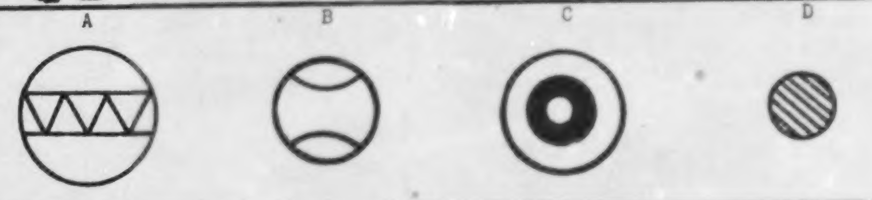
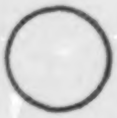


PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these does not look like the others."
"Maintenant, montre-moi lequel de ceux-ci qui n'est pas comme les autres."
"Ahora, muéstrame cual de éstos no es semejante a los otros."

Ex.

A

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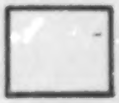
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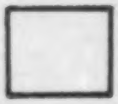
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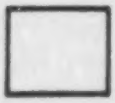

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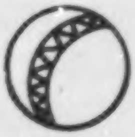
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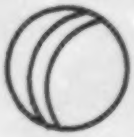
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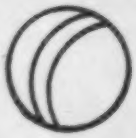
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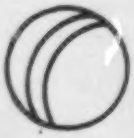

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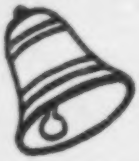
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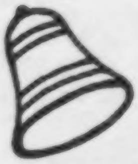
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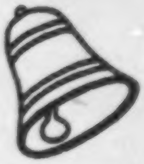
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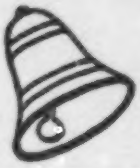

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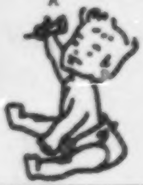
A

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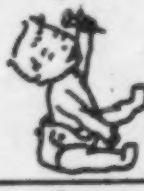
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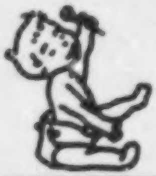
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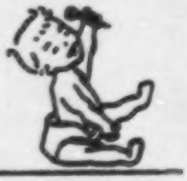

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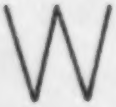
A

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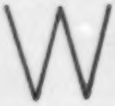
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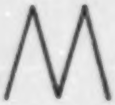
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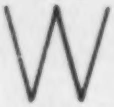

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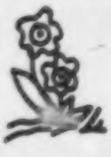
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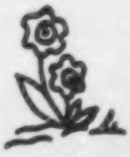
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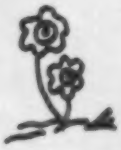
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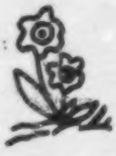
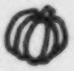
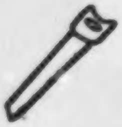
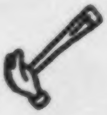
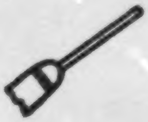
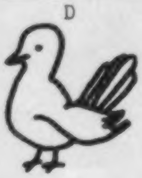
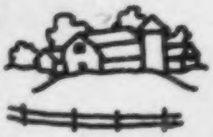
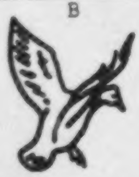
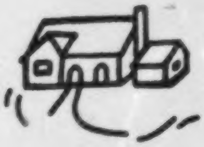
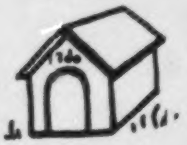
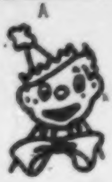
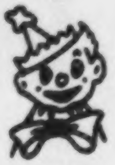
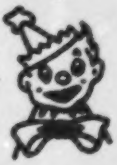
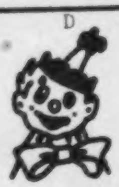
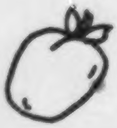
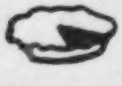
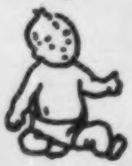
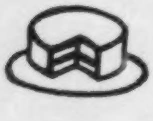
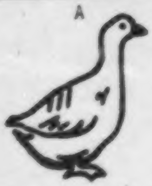
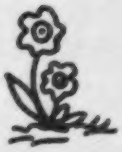
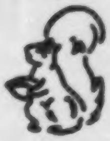
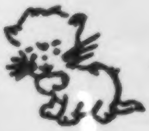


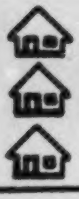
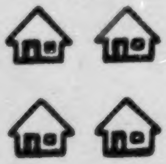
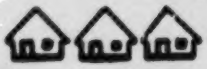
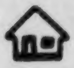
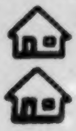
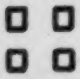
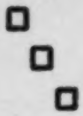
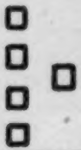
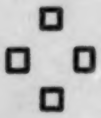
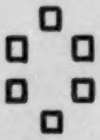
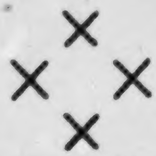
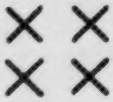
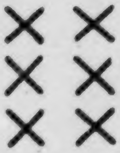
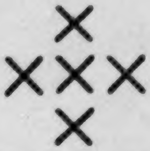
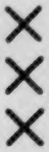
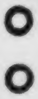
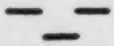
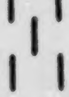
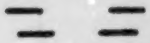
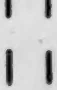
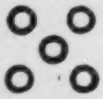
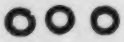
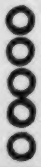
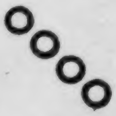
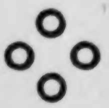
PART II: DIFFERENCES: Point to the pictures in each item and say, "Three of these belong together. One does not belong. Show me which one does not belong with the others."
"Trois de ceux-ci sont du même genre. Un ne l'est pas. Montre-moi lequel qui ne l'est pas."
"Tres de éstos son de mismo género. Uno no lo es. Muéstrame el que no lo es."

	A	B	C	D
Ex.				
36.				
37.				
38.				
39.				
40.				

PART III: NUMERICAL ANALOGIES: Point to the picture on the left and say, "Now, show me the one over here (gesture toward items on right) that has the same number as this one."

"Maintenant, montre-moi celui ici qui a le même numéro que celui-ci."

"Ahora, muéstrame aquí el que tiene el mismo número que éste."

		A	B	C	D
Ex.					
41.					
42.					
4.		2	3	4	1
44.	5				
45.					

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN

ANSWER SHEET—FORM A

ANSWER SHEET (Make no marks on the test itself. Record all of the child's answers here.)

Child's Name ______________________________
Child's Age ______________________________
(years) (months) (birthdate)
Child's Race ______________________________
Child's Sex ______________________________
Date of Test Administration ______________
Child's Score ________ Percentile Rank ____

Name of Center ______________________________
Location of Center ______________________________
(Town) (State) (Zip)
Population Density ______________________________
(rural or urban)
Name of Test Administrator ______________
Official Capacity ______________________________

PART I: SIMILARITIES

1. A [✓ B] C D
2. A [✓ B] C D
3. [✓ A] B C D
4. A B [✓ C] D
5. A [✓ B] C D
6. A [✓ B] C D
7. A B C [✓ D]
8. A B C [✓ D]
9. A B C [✓ D]
10. A B C [✓ D]
11. A B [✓ C] D
12. A [✓ B] C D
13. A B [✓ C] D
14. A B [✓ C] D
15. A B [✓ C] D
16. A B C [✓ D]
17. A B C [✓ D]
18. A [✓ B] C D
19. A B C [✓ D]
20. A [✓ B] C D
21. A B [✓ C] D
22. A B [✓ C] D
23. A [✓ B] C D
24. A B [✓ C] D
25. A B [✓ C] D

PART II: DIFFERENCES

26. A B [✓ C] D
27. A B C [✓ D]
28. A B [✓ C] D
29. A B C [✓ D]
30. [✓ A] B C D
31. [✓ A] B C D
32. A [✓ B] C D
33. [✓ A] B C D
34. A B [✓ C] D
35. A B [✓ C] D
36. A B C [✓ D]
37. A [✓ B] C D
38. A B C [✓ D]
39. A B [✓ C] D
40. A [✓ B] C D

PART III: NUMERICAL ANALOGIES

41. A B [✓ C] D
42. [✓ A] B C D
43. [✓ A] B C D
44. A [✓ B] C D
45. A [✓ B] C D

PART IV: MISSING PARTS

46. A B [✓ C] D
47. A B [✓ C] D
48. [✓ A] B C D
49. A B C [✓ D]
50. [✓ A] B C D

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

RESEARCH FOR BETTER SCHOOLS
1700 Market Street
Philadelphia, Pennsylvania 19103

SHAPE NAMES INVENTORY

*Adapted from Coller, A. & Victor, J. (1968).
Early Childhood Inventories: Shape Names
Inventory. New York: Institute for
Developmental Studies, N.Y.U.

SHAPE NAMES INVENTORY DIRECTIONS

(P) = Procedure (L) = Language (M) = Motivation

The Shape Names Inventory should be administered to the child immediately following the Walker Readiness Test. The format of the Shape Names Inventory has been modified to fit better the style of the Walker Readiness Test.

TASKS

(P) The answer sheet to be used for the Shape Names Inventory should be filled in prior to administering the Walker and readily available so that the examiner need only turn to the Shape Names Inventory items in the Picturepages Battery.

(L) WE'RE GOING TO PLAY A NEW GAME NOW. THIS GAME HAS TO DO WITH SHAPES.

(P) Use a blank sheet of paper to keep covered all of the items except the one which you are showing the child. Be sure he/she understands the directions but do not give the answers away.

(P) Point to all the pictures in each item.

(L) THESE ARE SHAPES. NOW SHOW ME WHICH ONE OF THESE SHAPES IS: (e.g., THE CIRCLE (stress)).

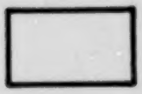
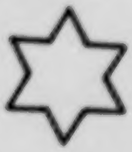
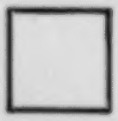
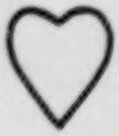
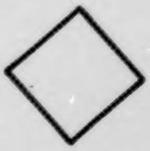
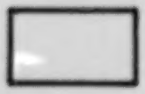
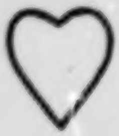
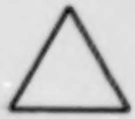
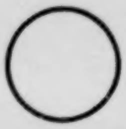
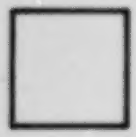
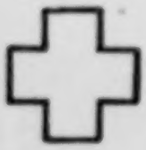
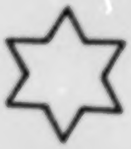
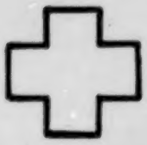
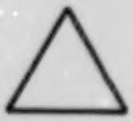
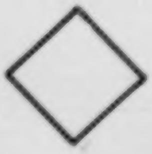
(P) Repeat the description if necessary. And, if needed, start with one of the following! CAN YOU FIND_____? PUT YOUR FINGER ON_____. POINT TO_____.

(P) The name of the shape that the child is to locate has been placed in the left hand margin.

(M) Praise the child often. Say: GOOD! YOU ARE DOING WELL. Or, FINE, LET'S TRY SOME MORE.

EARLY CHILDHOOD INVENTORIES*

SHAPE NAME INVENTORY: Point to the pictures in each item and say, in turn, "Now, show me which one of these shapes is the: (1) square, (2) rectangle, (3) star, (4) cross. . ."

	A	B	C	D
SQUARE 1.				
RECTANGLE 2.				
STAR 3.				
CROSS 4.				

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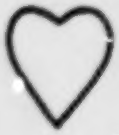
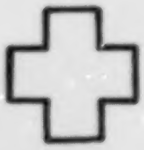
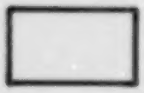
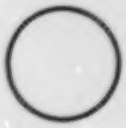
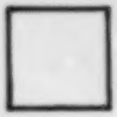
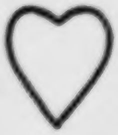
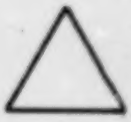
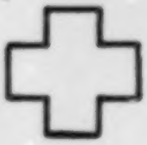
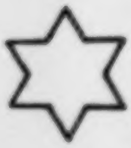
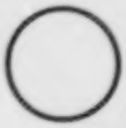
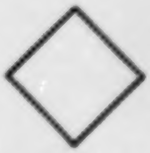
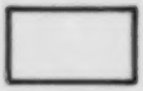
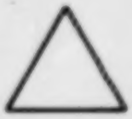
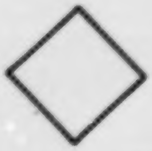
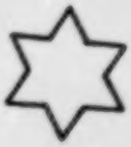
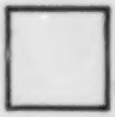
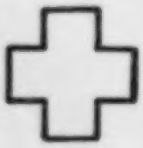
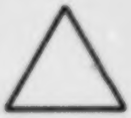
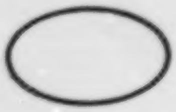
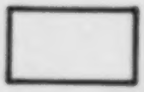
*Adapted from Shape Name Inventory, Early Childhood Inventories

SHAPE NAME INVENTORY (continued): Point to the pictures in each item and say, in turn, "Now, show me which one of these shapes is the: (5) circle, (6) heart, (7) diamond, (8) triangle, (9) oval."

	A	B	C	D
CIRCLE 5.				
HEART 6.				
DIAMOND 7.				
TRIANGLE 8.				
OVAL 9.				

SHAPE NAMES INVENTORY*

ANSWER SHEET SET A

ANSWER SHEET (Make no marks on the test itself. Record all of the skills answers here.)

(last) (first) (initial)

Child's Name________________________ Name of Center________________

Child's Age________________________ Location of Center____________

Child's Race________________________

Child's Sex________________________

Date of Test Administration______________ Name of Examiner____________

Child's Score____________

PART: SHAPE NAMES INVENTORY (Circle the letter representing the shape that the child chooses.)

1. A B [✓ C] D Square
2. A [✓ B] C D Rectangle
3. A B C [✓ D] Star
4. [✓ A] B C D Cross
5. A B C [✓ D] Circle
6. A [✓ B] C D Heart
7. A B [✓ C] D Diamond
8. [✓ A] B C D Triangle
9. A B [✓ C] D Oval

Please record below any unusual circumstances concerning the child or situation that might affect the validity or reliability of the inventory

APPENDIX E

REPEATED MEASURES ANALYSES
OF
CENTER-BASED STUDY VARIABLES

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE2     VPOS2          PPVT  IQ

        SOURCE                          SUM OF      DEGREES OF        MEAN                    F              TAIL
                                        SQUARES      FREEDOM          SQUARE                              PROBABILITY

        MEAN                       2020403.00000        1       2020403.00000           4364.07              0.000
        A                             2181.58594        2          1090.79297              2.36              0.100
        T                               74.03516        1            74.03516              0.16              0.690
        S                              259.93750        1           259.93750              0.56              0.455
        AT                              31.16797        2            15.58398              0.03              0.967
        AS                              14.57813        2             7.28906              0.02              0.984
        TS                             301.77734        1           301.77734              0.65              0.421
        ATS                           3887.78516        2          1943.89258              4.20              0.019
  1     ERROR                        46759.25781      101           462.96289

        R                              732.25391        1           732.25391              8.20              0.005
        RA                              33.87500        2            16.93750              0.19              0.828
        RT                               0.01563        1             0.01563              0.00              0.990
        RS                              25.58203        1            25.58203              0.29              0.594
        RAT                             18.23438        2             9.11719              0.10              0.903
        RAS                            357.36719        2           178.68359              2.00              0.141
        RTS                             21.75391        1            21.75391              0.24              0.623
        RATS                           132.05078        2            66.02539              0.74              0.480
  2     ERROR                         9023.44141      101            89.34100
```

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE3     VPOS3          PPVT  NCE

        SOURCE                          SUM OF      DEGREES OF        MEAN                    F              TAIL
                                        SQUARES      FREEDOM          SQUARE                              PROBABILITY

        MEAN                        314717.00000        1        314717.00000            330.36              0.000
        A                             7384.81250        2          3692.40625              3.88              0.024
        T                              895.93750        1           895.93750              0.94              0.334
        S                              736.68750        1           736.68750              0.77              0.381
        AT                            1385.93750        2           692.96875              0.73              0.485
        AS                            1299.62500        2           649.81250              0.68              0.508
        TS                             253.62500        1           253.62500              0.27              0.607
        ATS                           1020.43750        2           510.21875              0.54              0.587
  1     ERROR                        97171.43750      102           952.66113

        R                             3856.25781        1          3856.25781             14.10              0.000
        RA                            2013.50781        2          1006.75391              3.68              0.029
        RT                               9.35156        1             9.35156              0.03              0.854
        RS                             264.24219        1           264.24219              0.97              0.328
        RAT                           1457.36719        2           728.68359              2.66              0.075
        RAS                            199.82031        2            99.91016              0.37              0.695
        RTS                             99.65938        1            99.65938              0.36              0.547
        RATS                          1052.71875        2           526.35938              1.92              0.151
  2     ERROR                        27916.52344      102           273.69141
```

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE8    VPOS8

      SOURCE                        SUM OF     DEGREES OF        MEAN
                                    SQUARES     FREEDOM         SQUARE

                                 30353.33203        1        30353.33203
      MEAN                        1488.97363        2          744.48682
      A                              3.70654        1            3.70654
      T                             19.20825        1           19.20825
      S                              3.07300        2            1.53650
      AT                            19.61035        2            9.80518
      AS                             1.59229        1            1.59229
      TS                            46.79443        2           23.39722
      ATS                         1329.95947       99           13.43393
  1   ERROR
                                   252.39111        1          252.39111
      R                              0.94458        2            0.47229
      RA                            16.64331        1           16.64331
      RT                             2.93311        1            2.93311
      RS                            12.00952        2            6.00476
      RAT                           23.54541        2           11.77271
      RAS                            2.27856        1            2.27856
      RTS                            7.81592        2            3.90796
      RATS                         517.15381       99            5.22377
  2   ERROR
```

PI Raw Score

PI

```
        F          TAIL
               PROBABILITY

     2259.45        0.000
       55.42        0.000 <      age
        0.28        0.601
        1.43        0.235
        0.11        0.892
        0.73        0.485
        0.12        0.731
        1.74        0.181

       48.41        0.000 <      measures
        0.09        0.914
        3.19        0.077 <      Measures X Treatment
        0.56        0.455
        1.15        0.321
        2.25        0.110
        0.44        0.511
        0.75        0.476
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE5     VPCS5

        SOURCE                                SUM OF      DEGREES OF        MEAN
                                              SQUARES      FREEDOM          SQUARE

        MEAN                              110544.75000        1       110544.75000
        A                                   2409.69751        2         1204.84863
        T                                      5.55737        1            5.55737
        S                                      0.17749        1            0.17749
        AT                                    11.66602        2            5.83301
        AS                                    10.54443        2            5.27222
        TS                                     1.06641        1            1.06641
        ATS                                   98.50317        2           49.25159
   1    ERROR                               2178.22437       99           22.00226

        R                                    419.65747        1          419.65747
        RA                                    52.62329        2           26.31165
        RT                                    36.13208        1           36.13208
        RS                                     4.74561        1            4.74561
        RAT                                   12.14697        2            6.07349
        RAS                                    5.56689        2            2.78345
        RTS                                   66.38110        1           66.38110
        RATS                                  44.27148        2           22.13574
   2    ERROR                                640.18115       99            6.46648
```

RCI Raw Score

```
         F            TAIL
                   PROBABILITY

      5024.24         0.000
        54.76         0.000<      age                          RCI
         0.25         0.616
         0.01         0.929
         0.27         0.769                                    RS TC TP
         0.24         0.787
         0.05         0.826
         2.24         0.112

                                  Time
        64.90         0.000<      measures
         4.07         0.020}      Time  x  Age
         5.59         0.020<      Time  x  Treatment
         0.73         0.394
         0.94         0.394
         0.43         0.651
        10.27         0.002 <     Time x Treatment x Sex
         3.42         0.037 <     Time x Treatment x Age x Sex
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE6    VPOS6

        SOURCE                             SUM OF     DEGREES OF      MEAN
                                           SQUARES     FREEDOM       SQUARE

        MEAN                           16954.45313        1      16954.45313
        A                               1104.31738        2        552.15869
        T                                  0.40454        1          0.40454
        S                                 15.02295        1         15.02295
        AT                                 4.22998        2          2.11499
        AS                                30.61304        2         15.30652
        TS                                20.91919        1         20.91919
        ATS                               30.91675        2         15.45837
   1    ERROR                           2188.34277      102         21.45433

        R                                165.99805        1        165.99805
        RA                                29.19897        2         14.59949
        RT                                 1.01221        1          1.01221
        RS                                 4.39037        1          4.39037
        RAT                               17.72607        2          8.86304
        RAS                               38.23218        2         19.11609
        RTS                               56.33057        1         56.33057
        RATS                              49.15601        2         24.57800
   2    ERROR                            918.10474      102          9.00103
```

RCI "Two Scores"

KCI ("2" Scores

```
      F          TAIL
              PROBABILITY

    790.26       0.000
     25.74       0.000 <        Age
      0.02       0.891
      0.70       0.405
      0.10       0.906
      0.71       0.492
      0.98       0.326
      0.72       0.489

     18.44       0.000 <        Measures
      1.62       0.203
      0.11       0.739
      0.49       0.487
      0.99       0.377
      2.12       0.125
      6.26       0.014 <        Measures x Treatment x Sex
      2.73       0.070 <        (Measures x Age x Treatment x Sex)
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE7     VPOST

          SOURCE                              SUM OF     DEGREES OF        MEAN
                                             SQUARES      FREEDOM         SQUARE

          MEAN                          341713.43750        1        341713.43750
          A                              19351.50391        2          9675.75000
          T                                  5.66797        1             5.66797
          S                                 30.97656        1            30.97656
          AT                               107.10547        2            53.55273
          AS                               147.73438        2            73.86719
          TS                                48.97266        1            48.97266
          ATS                              564.46484        2           282.23242
   1      ERROR                          14711.33984       98           150.11571

          R                               3396.95313        1          3396.95313
          RA                               234.61084        2           117.30542
          RT                                 3.76758        1             3.76758
          RS                                 0.01978        1             0.01978
          RAT                               54.90454        2            27.45227
          RAS                               47.09839        2            23.54919
          RTS                               13.27539        1            13.27539
          RATS                              14.24878        2             7.12439
   2      ERROR                           1685.39453       98            17.19789
```

CPI Row Score

```
          F             TAIL
                    PROBABILITY

       2276.33          0.000
         64.46          0.000<            age
          0.04          0.846
          0.21          0.651
          0.36          0.701
          0.49          0.613
          0.33          0.569
          1.88          0.158

        157.52          0.000<            measures
          6.82          0.002<            measures x age
          0.22          0.641
          0.00          0.973
          1.60          0.209
          1.37          0.259
          0.77          0.382
          0.41          0.662
```

E-1

```
ALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE8    VPOS8        CPI  NCE

      SOURCE                      SUM OF     DEGREES OF      MEAN                    F           TAIL
                                  SQUARES     FREEDOM       SQUARE                            PROBABILITY

      MEAN                     864201.37500      1       864201.37500           845.02          0.000
      A                         29160.37500      2        14580.18750            14.26          0.000
      T                           138.75000      1          138.75000             0.14          0.713
      S                            71.37500      1           71.37500             0.07          0.792
      AT                         1436.18750      2          718.09375             0.70          0.498
      AS                           60.37500      2           30.18750             0.03          0.971
      TS                           74.75000      1           74.75000             0.07          0.787
      ATS                        2893.62500      2         1446.81250             1.42          0.247
1     ERROR                    104315.66750    102         1022.70264

      R                         27424.91406      1        27424.91406            72.56          0.000
      RA                         2641.94922      2         1320.97461             3.50          0.034
      RT                          608.39844      1          608.39844             1.61          0.207
      RS                          819.81250      1          819.81250             2.17          0.144
      RAT                         538.72656      2          269.36328             0.71          0.493
      RAS                         599.54297      2          299.77148             0.79          0.455
      RTS                        1176.13672      1         1176.13672             3.11          0.081 <
      RATS                        129.52344      2           64.76172             0.17          0.843
2     ERROR                     38549.77344    102          377.93872
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRES     VPOS9

        SOURCE                        SUM OF         DEGREES OF      MEAN
                                      SQUARES        FREEDOM         SQUARE

        MEAN                        36451.45703         1        36451.45703
        A                            1094.91431         2          547.45703
        T                               2.71655         1            2.71655
        S                              20.33618         1           20.33618
        AT                              8.27271         2            4.13635
        AS                             17.82764         2            8.91382
        TS                              0.01660         1            0.01660
        ATS                            18.65527         2            9.32764
   1    ERROR                        1166.42334        98           11.90228

        R                             167.91309         1          167.91309
        RA                             36.08545         2           18.04272
        RT                              0.41333         1            0.41333
        RS                              0.46582         1            0.46582
        RAT                             3.30786         2            1.65393
        RAS                            20.95313         2           10.47656
        RTS                             3.15283         1            3.15283
        RATS                            3.99097         2            1.99548
   2    ERROR                         306.90918        98            3.13173
```

CPI Personal Social Responsiveness

```
      F           TAIL
               PROBABILITY

   3062.56        0.000
     46.00        0.000 <      age
      0.23        0.634
      1.71        0.194                   CPI(PSR)
      0.35        0.707
      0.75        0.476
      0.00        0.970
      0.78        0.460

     53.62        0.000 <      measure
      5.76        0.004 <      measure x age
      0.13        0.717
      0.15        0.701
      0.53        0.591
      3.35        0.039<       measure x age x sex
      1.01        0.319
      0.64        0.531
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE10   VPOS10

         SOURCE                        SUM OF      DEGREES OF        MEAN
                                       SQUARES      FREEDOM          SQUARE

         MEAN                        8860.74219        1         8860.74219
         A                            983.32251        2          491.66113
         T                              1.88428        1            1.88428
         S                              0.29370        1            0.29370
         AT                             4.66260        2            2.33130
         AS                            19.78442        2            9.89221
         TS                             9.29932        1            9.29932
         ATS                           37.20093        2           18.60046
   1     ERROR                        900.08008       98            9.18449

         P                            182.94786        1          182.94786
         PA                             5.76021        2            2.88010
         PT                             7.39056        1            7.39056
         PS                             6.75928        1            6.75928
         PAT                            8.60799        2            4.30399
         PAS                            7.08980        2            3.54490
         PTS                            6.72926        1            6.72926
         PATS                           6.42932        2            3.21466
   2     ERROR                        238.16078       98            2.43021
```

CPI Associative Vocabulary

CPI(AV)

```
          F            TAIL
                    PROBABILITY

       964.75          0.000
        53.53          0.000 <        age
         0.21          0.652
         0.03          0.858
         0.25          0.776
         1.08          0.345
         1.01          0.317
         2.03          0.137


        75.28          0.000 <        Measure
         1.19          0.310
         3.04          0.084 <        n
         2.78          0.099 <
         1.77          0.176
         1.46          0.238
         2.77          0.099 <
         1.32          0.271
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE11   VPCS11

          SOURCE                          SUM OF      DEGREES OF       MEAN
                                          SQUARES      FREEDOM         SQUARE

          MEAN                          11107.04688       1        11107.04688
          A                               921.26050       2          460.63013
          T                                 2.16357       1            2.16357
          S                                 0.27661       1            0.27661
          AT                               14.70361       2            7.35181
          AS                               15.11768       2            7.55884
          TS                                4.35303       1            4.35303
          ATS                              40.93164       2           20.46582
   1      ERROR                          1058.15356      97           10.90880

          R                               118.53857       1          118.53857
          RA                               10.42896       2            5.21449
          RT                                0.98210       1            0.98210
          RS                                3.02240       1            3.02240
          RAT                               9.84790       2            4.92395
          RAS                              16.68384       2            8.34192
          RTS                               0.90112       1            0.90112
          RATS                              0.27217       2            0.13609
   2      ERROR                           246.67529      97            2.54304
```

CPI Concept Activation Numerical

CPI (CAN)

```
        F            TAIL
                  PROBABILITY

     1018.17         0.000
       42.23         0.000 <          Age
        0.20         0.657
        0.03         0.874
        0.67         0.512
        0.69         0.503
        0.40         0.529
        1.88         0.159

       46.61         0.000 <      Measures
        2.05         0.134
        0.39         0.536
        1.19         0.278
        1.94         0.150
        3.28         0.042 <      Measures x Age x Sex
        0.35         0.553
        0.05         0.949
```

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE12   VPOS12

          SOURCE                       SUM OF      DEGREES OF       MEAN
                                       SQUARES       FREEDOM        SQUARE

          MEAN                    37396.10156         1       37396.10156
          A                        1880.28442         2         940.14209
          T                           0.00781         1           0.00781
          S                           0.00293         1           0.00293
          AT                          7.73438         2           3.86719
          AS                         11.87329         2           5.93665
          TS                          8.88354         1           8.88354
          ATS                        75.01294         2          37.50647
  1       ERROR                    1799.66235        97          18.55321

          P                         403.08423         1         403.08423
          PA                         56.22070         2          28.11035
          PT                          5.40723         1           5.40723
          PS                          7.90112         1           7.90112
          PAT                        11.17505         2           5.58752
          PAS                        24.76392         2          12.38196
          PTS                         0.56104         1           0.56104
          PATS                        2.63965         2           1.31982
  2       ERROR                     345.56592        97           3.56253
```

CPI Concept Activation sensory

```
            F              TAIL                      CPI (CAS
                        PROBABILITY

         2015.61            0.000
           50.67            0.000 <                  age
            0.00            0.984
            0.00            0.990
            0.21            0.812
            0.32            0.727
            0.48            0.491
            2.02            0.138

          113.15            0.000 <                  measure
            7.89            0.001 <                  measure × age
            1.52            0.221
            2.22            0.140
            1.57            0.214
            3.48            0.035 <                  measure × age × set
            0.16            0.692
            0.37            0.691
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE13   VPOS13

        SOURCE                        SUM OF      DEGREES OF       MEAN
                                      SQUARES      FREEDOM        SQUARE

        MEAN                       4594.86719         1        4594.86719
        A                            86.67818         2          43.33908
        T                             4.66801         1           4.66801
        S                            12.24234         1          12.24234
        AT                            2.86429         2           1.43214
        AS                            0.71504         2           0.35752
        TS                            0.02452         1           0.02452
        ATS                           2.43425         2           1.21712
  1     ERROR                       209.92876        98           2.14213

        R                            13.95758         1          13.95758
        RA                            1.58983         2           0.79491
        RT                            0.18071         1           0.18071
        RS                            0.15376         1           0.15376
        RAT                           0.23799         2           0.11900
        RAS                           7.65550         2           3.82775
        RTS                           0.20329         1           0.20329
        RATS                          2.51418         2           1.25709
  2     ERROR                        82.77260        98           0.84462
```

CPI Parts of Body   CPI(PC:B)

```
          F            TAIL
                   PROBABILITY

       2145.00         0.000<
         20.23         0.000<          age
          2.18         0.143
          5.72         0.019<          sex
          0.67         0.515
          0.17         0.847
          0.01         0.915
          0.57         0.568

         16.53         0.000<          Measure
          0.94         0.394
          0.21         0.645
          0.18         0.671
          0.14         0.869
          4.53         0.013<          Measure x Age x Sex
          0.24         0.625
          1.49         0.231
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE14   VPOS14

        SOURCE                          SUM OF      DEGREES OF        MEAN
                                        SQUARES      FREEDOM         SQUARE

        MEAN                          4110.02734        1         4110.02734
        A                              154.71143        2           77.35571
        T                                0.03564        1            0.03564
        S                                0.20239        1            0.20239
        AT                               4.09424        2            2.04712
        AS                              11.28687        2            5.64343
        TS                               5.49023        1            5.49023
        ATS                             14.58936        2            7.29468
   1    ERROR                          324.62451       96            3.38151

        R                               21.74814        1           21.74814
        RA                               4.55006        2            2.27503
        RT                               0.03773        1            0.03773
        RS                               1.69748        1            1.69748
        RAT                              1.32877        2            0.66438
        RAS                              0.12946        2            0.06473
        RTS                              0.56396        1            0.56396
        RATS                             0.93008        2            0.46504
   2    ERROR                           88.19202       96            0.91867
```

CPI Color Names   CPI(CN)

```
        F            TAIL
                  PROBABILITY

     1215.44         0.000
       22.88         0.000 <        age
        0.01         0.918
        0.06         0.807
        0.61         0.548
        1.67         0.194
        1.62         0.206
        2.16         0.121


       23.67         0.000 <        measures
        2.48         0.089 <
        0.04         0.843
        1.85         0.177
        0.72         0.488
        0.07         0.932
        0.61         0.435
        0.51         0.604
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE15   VPOS15

        SOURCE                                SUM OF     DEGREES OF        MEAN
                                              SQUARES     FREEDOM         SQUARE

        MEAN                               1246.01465        1         1246.01465
        A                                   163.15369        2           81.57684
        T                                     0.00516        1            0.00516
        S                                     1.24391        1            1.24391
        AT                                    0.74580        2            0.37290
        AS                                    2.86287        2            1.43143
        TS                                    0.00197        1            0.00197
        ATS                                   1.41405        2            0.70702
  1     ERROR                               131.42004       96            1.36896

        P                                    28.19179        1           28.19179
        PA                                    7.01218        2            3.50609
        PT                                    0.13446        1            0.13446
        PS                                    0.00140        1            0.00140
        PAT                                   1.01462        2            0.50731
        PAS                                   1.64931        2            0.82465
        PTS                                   0.05582        1            0.05582
        PATS                                  0.25175        2            0.12588
  2     ERROR                                60.24713       96            0.62757
```

CPI Drawing

```
                 F             TAIL             (CPI(Drawing)
                            PROBABILITY

              910.19          0.000
               59.59          0.000 <            age
                0.00          0.951
                0.91          0.343
                0.27          0.762
                1.05          0.355
                0.00          0.970
                0.52          0.598

               44.92          0.000 <          measure
                5.59          0.035 <          measure x age
                0.21          0.645
                0.00          0.962
                0.81          0.449
                1.31          0.274
                0.09          0.766
                0.20          0.619
```

ANALYSIS OF VARIANCE FOR 1-ST DEPENDENT VARIABLE - VPRE16 VPOS16

SNI Total

SOURCE	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F	TAIL PROBABILITY	
MEAN	8316.32813	1	8316.32813	2260.69	0.000	
A	279.52246	2	139.76123	37.99	0.000 ✓	age SNI
T	0.06763	1	0.06763	0.02	0.892	
S	8.47510	1	8.47510	2.30	0.132	
AT	8.23086	2	4.11543	1.12	0.331	
AS	1.00317	2	0.50159	0.14	0.873	
TS	2.71313	1	2.71313	0.74	0.393	
ATS	5.71216	2	2.85608	0.78	0.463	
1 ERROR	364.18848	99	3.67867			
M	38.00687	1	38.00687	23.42	0.000 ✓	measure
MA	3.71736	2	1.85868	1.15	0.322	
MT	0.04683	1	0.04683	0.03	0.865	
MS	0.50043	1	0.50043	0.31	0.580	
MAT	0.68196	2	0.34098	0.21	0.811	
MAS	8.85736	2	4.42868	2.73	0.070 ✓	measure x Ag x Sex
MTS	0.53112	1	0.53112	0.36	0.551	
MATS	1.99245	2	0.99622	0.61	0.543	
2 ERROR	160.57762	99	1.62200			

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE17   VPOS17

          SOURCE                         SUM OF      DEGREES OF        MEAN
                                         SQUARES      FREEDOM         SQUARE

          MEAN                       154349.06250        1       154349.06250
          A                           10967.68750        2         5483.84375
          T                             131.10547        1          131.10547
          S                               0.12891        1            0.12891
          AT                             54.71875        2           27.35938
          AS                             55.81641        2           27.90820
          TS                              5.05078        1            5.05078
          ATS                           306.90625        2          153.45313
   1      ERROR                        6165.34375       99           62.32164

          R                            1549.61768        1         1549.61768
          RA                              1.81312        2            0.90906
          RT                             41.08757        1           41.08757
          RS                              0.11914        1            0.11914
          RAT                             6.99487        2            3.49744
          RAS                            10.42726        2            5.21363
          RTS                            52.73779        1           52.73779
          RATS                           14.16504        2            7.08252
   2      ERROR                        2368.98682       99           23.99885
```

```
  WRT   Raw Score
                F            TAIL                       WRT  R.S.
                          PROBABILITY

          2476.65            0.000
            87.99            0.000 <         Age
             2.10            0.150
             0.00            0.964
             0.44            0.646
             0.43            0.650
             0.08            0.776
             2.46            0.090<

            74.15            0.000<          [illegible]
             0.04            0.957
             1.97            0.164
             0.01            0.940
             0.17            0.846
             0.25            0.780
             2.52            0.115
             0.34            0.713
```

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE18   VPOS18        WRT NCE

        SOURCE                         SUM OF     DEGREES OF      MEAN                     F             TAIL
                                       SQUARES     FREEDOM       SQUARE                              PROBABILITY

        MEAN                      366203.06250        1      366203.06250          652.65           0.000
        A                          24991.72656        2       12495.86328           22.27           0.000
        T                           1735.78516        1        1735.78516            3.09           0.082
        S                              0.59766        1           0.59766            0.00           0.974
        AT                           881.94922        2         440.97461            0.79           0.458
        AS                          1028.25781        2         514.12891            0.92           0.403
        TS                            54.92578        1          54.92578            0.10           0.755
        ATS                         2369.84766        2        1184.92383            2.11           0.126
  1     ERROR                      57232.08594      102         561.09888

        R                          20463.05156        1       20463.05156           57.39           0.000
        RA                            42.47266        2          21.23633            0.06           0.942
        RT                           569.24609        1         569.24609            1.60           0.209
        RS                           351.75781        1         351.75781            0.99           0.323
        RAT                          522.19531        2         261.09766            0.73           0.483
        RAS                         1071.67578        2         535.83789            1.50           0.227
        RTS                          251.63547        1         251.63547            0.71           0.403
        RATS                          61.53125        2          30.76563            0.09           0.917
  2     ERROR                      36367.89844      102         356.54785
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE1S   VPOS19

        SOURCE                       SUM OF     DEGREES OF       MEAN
                                    SQUARES      FREEDOM        SQUARE

        MEAN                    42618.18359         1       42618.18359
        A                        3359.71997         2        1679.85985
        T                          51.62158         1          51.62158
        S                           0.44678         1           0.44678
        AT                         48.75244         2          24.37622
        AS                         11.96948         2           5.98474
        TS                          4.72705         1           4.72705
        ATS                        34.41919         2          17.20959
  1     ERROR                    2435.78784        99          24.60391

        R                         526.03564         1         526.03564
        RA                         20.06055         2          10.03027
        RT                          5.55151         1           5.55151
        RS                          5.59766         1           5.59766
        RAT                         0.44507         2           0.22253
        RAS                         1.64990         2           0.82495
        RTS                        30.92505         1          30.92505
        RATS                       17.86230         2           8.93115
  2     ERROR                    1208.10034        99          12.20303
```

WRT Similarities

```
          F               TAIL                  WRT Sim
                       PROBABILITY

       1732.17            0.000
         68.28            0.000 <    age
          2.10            0.151
          0.02            0.893
          0.99            0.375
          0.24            0.785
          0.19            0.662
          0.70            0.499

         43.11            0.000 <  measure
          0.82            0.443
          0.45            0.502
          0.46            0.500
          0.02            0.982
          0.07            0.935
          2.53            0.115
          0.73            0.484
```

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE20   VP0S20

      SOURCE                      SUM OF       DEGREES OF        MEAN
                                  SQUARES       FREEDOM         SQUARE

      MEAN                     3056.53223         1          3056.53223
      A                          38.43449         2            19.21724
      T                           0.18172         1             0.18172
      S                           0.35791         1             0.35791
      AT                          0.33162         2             0.16581
      AS                          0.35783         2             0.17892
      TS                          3.44763         1             3.44763
      ATS                         6.31013         2             3.15507
 1    ERROR                      64.75116        98             0.66073

      R                           4.54556         1             4.54556
      RA                          0.61472         2             0.30736
      RT                          0.21457         1             0.21457
      RS                          1.97153         1             1.97153
      RAT                         1.09340         2             0.54720
      RAS                         1.60056         2             0.80028
      RTS                         0.01752         1             0.01752
      RATS                        6.59958         2             3.29979
 2    ERROR                      88.57661        98             0.90384
```

WRT Differences A

WRT [illegible]

```
      F           TAIL
               PROBABILITY

   4626.02        0.000
     29.09        0.000
      0.28        0.601
      0.54        0.467
      0.25        0.779
      0.27        0.763
      5.22        0.025
      4.78        0.011


      5.03        0.027
      0.34        0.713
      0.24        0.627
      2.18        0.143
      0.61        0.547
      0.89        0.416
      0.02        0.770
      3.65        0.030
```

age

AXTXS

R

RXAXTXS

WRT [illegible]

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE21   VPOS21

        SOURCE                         SUM OF     DEGREES OF      MEAN
                                       SQUARES     FREEDOM        SQUARE

        MEAN                         1275.18091       1        1275.18091
        A                              81.41110       2          40.70555
        T                               0.92351       1           0.92351
        S                               0.54263       1           0.54263
        AT                              1.25526       2           0.62763
        AS                              1.61848       2           0.80924
        TS                              3.42755       1           3.42755
        ATS                             0.53722       2           0.26861
  1     ERROR                         179.15091      98           1.82807

        R                               6.46785       1           6.46785
        RA                              0.71091       2           0.35545
        RT                              0.75098       1           0.75098
        RS                              1.40810       1           1.40810
        RAT                             0.08842       2           0.04421
        RAS                             1.34238       2           0.67119
        RTS                             1.48331       1           1.48331
        RATS                            6.59692       2           3.29846
  2     ERROR                          96.67192      98           0.98645
```

```
 WRT  Differences  B
          F            TAIL                  WRT  [illegible]
                    PROBABILITY

        697.56         0.000
         22.27         0.000 <               A
          0.51         0.479
          0.30         0.587
          0.34         0.713
          0.44         0.644
          1.87         0.174
          0.15         0.864

          6.56         0.012 <               R
          0.36         0.698
          0.76         0.385
          1.43         0.235
          0.04         0.956
          0.68         0.509
          1.59         0.223
          3.34         0.039 <               R x A x T x S
```

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE22   VPOS22

        SOURCE                          SUM OF     DEGREES OF      MEAN
                                        SQUARES     FREEDOM       SQUARE

        MEAN                         1093.78027        1        1093.78027
        A                              68.50612        2          34.25305
        T                               4.49928        1           4.49928
        S                               0.02391        1           0.02391
        AT                              2.05293        2           1.02647
        AS                              8.00669        2           4.00334
        TS                              0.68030        1           0.68030
        ATS                             9.60255        2           4.80129
  1     ERROR                         185.02391       97           1.90746

        R                              14.98103        1          14.98103
        RA                              6.22322        2           3.11161
        RT                              7.88609        1           7.88609
        RS                              0.55795        1           0.55795
        RAT                             1.90646        2           0.95323
        RAS                             1.66319        2           0.83160
        RTS                             1.36942        1           1.36942
        RATS                            4.17664        2           2.08832
  2     ERROR                          98.97391       97           1.02035
```

WRT Differences C

```
             F             TAIL          WRT Diff C
                        PROBABILITY

          573.42          0.000
           17.96          0.000  <  age
            2.36          0.128
            0.01          0.911
            0.54          0.586
            2.10          0.128
            0.36          0.552
            2.52          0.086<

           14.68          0.000 <       m
            3.05          0.052 <       m × A
            7.73          0.007 <       m × T
            0.55          0.461
            0.93          0.396
            0.82          0.446
            1.34          0.250
            2.05          0.135
```

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE23   VPOS23      WRT  Differences Total

        SOURCE                       SUM OF     DEGREES OF        MEAN                    F            TAIL
                                     SQUARES     FREEDOM         SQUARE                            PROBABILITY

        MEAN                    15376.98047        1        15378.98047            2293.91           0.000
        A                         543.95581        2          271.97778              40.57           0.000
        T                           8.61523        1            8.61523               1.29           0.265
        S                           0.06177        1            0.06177               0.01           0.924
        AT                          0.91650        2            0.45825               0.07           0.934
        AS                          2.89551        2            1.44775               0.22           0.806
        TS                          0.32422        1            0.32422               0.05           0.826
        ATS                        35.35864        2           17.67932               2.64           0.077
  1     ERROR                     657.01660       98            6.70427

        R                          72.17822        1           72.17822              23.28           0.000
        RA                          7.32373        2            3.66187               1.18           0.311
        RT                          9.95313        1            9.95313               3.21           0.076 <
        RS                         11.67505        1           11.67505               3.77           0.055 <
        RAT                         5.59546        2            2.79773               0.90           0.409
        RAS                         9.87769        2            4.93884               1.59           0.209
        RTS                         6.01929        1            6.01929               1.94           0.167
        RATS                       27.98047        2           13.99023               4.51           0.013 <
  2     ERROR                     303.86572       98            3.10067
```

E-1

```
ANALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE24   VPOS24      WRT  Numerical Analogies

        SOURCE                       SUM OF     DEGREES OF        MEAN                    F            TAIL
                                     SQUARES     FREEDOM         SQUARE                            PROBABILITY

        MEAN                      856.85620        1          856.85620             484.23           0.000
        A                         168.37427        2           84.18713              47.58           0.000
        T                           0.26392        1            0.26392               0.15           0.700
        S                           1.29762        1            1.29762               0.73           [illegible]
        AT                          1.23863        2            0.61932               0.35           [illegible]
        AS                          3.94072        2            1.97036               1.11           0.333
        TS                          4.08141        1            4.08141               2.31           0.132
        ATS                         9.14159        2            4.57079               2.58           0.081
  1     ERROR                     171.64453       97            1.76953

        R                           4.80988        1            4.80988               3.83           0.053
        RA                          7.63065        2            3.81532               3.04           0.052
        RT                          0.65480        1            0.65480               0.52           0.472
        RS                          2.08501        1            2.08501               1.66           0.201
        RAT                         0.77776        2            0.38888               0.31           0.734
        RAS                         1.42711        2            0.71355               0.57           [illegible]
        RTS                         0.06619        1            0.06619               0.05           0.819
        RATS                        5.24931        2            2.62466               2.09           0.129
  2     ERROR                     121.80344       97            1.25576
```

E-1

```
ALYSIS OF VARIANCE FOR  1-ST DEPENDENT VARIABLE - VPRE25   VPOS25

     SOURCE                           SUM OF    DEGREES OF      MEAN               F            TAIL
                                      SQUARES    FREEDOM       SQUARE                       PROBABILITY

     MEAN                           941.23877       1        941.23877          550.96          0.000
     A                               74.75801       2         37.37900           21.88          0.000
     T                                2.26526       1          2.26526            1.33          0.252
     S                                0.29092       1          0.29092            0.17          0.681
     AT                               0.26352       2          0.13176            0.08          0.926
     AS                               1.26758       2          0.63379            0.37          0.691
     TS                               0.25232       1          0.25232            0.15          0.702
     ATS                              8.76489       2          4.38245            2.57          0.082
1    ERROR                          165.70972      97          1.70835

     R                               14.44012       1         14.44012           13.62          0.000
     RA                               1.01193       2          0.50597            0.48          0.622
     RT                               1.03346       1          1.03346            0.97          0.326
     RS                               0.49301       1          0.49301            0.47          0.497
     RAT                              1.17880       2          0.58940            0.56          0.575
     RAS                              0.87775       2          0.43887            0.41          0.662
     RTS                              0.35065       1          0.35065            0.33          0.567
     RATS                             0.68172       2          0.34086            0.32          0.726
2    ERROR                          102.82578      97          1.06006
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WRT Missing Ports

APPENDIX F

AWARENESS ACTIVITIES FOR THE KENTUCKY-PICTUREPAGES PROGRAM EXHIBITS

TABLE OF CONTENTS

Exhibit

F-1. Report on Awareness Activities for the Kentucky-Picturepages Program

F-2. Newsletter from KACAA

F-3. Letter listing newspapers, and radio and television stations making Public Service Announcements

F-4. Three Public Service Announcements for newspapers

F-5. Three Public Service Announcements for the broadcasting media

F-6. Letter re: "premiere" party for Picturepages.

Report on

Awareness Activities for the Kentucky-Picturepages Program

Over the term of the program RBS accumulated information dealing with the activities of the KACAA. Long John Silver's Seafood Shoppes, and Compulearn, Inc. in making the residents of Kentucky aware of the Kentucky-Picturepages Program. A description of these activities, though not meant to be comprehensive, follows.

- In February of 1977, the KACAA published a newsletter which discussed the Kentucky-Picturepages Program. The front page (see the appendix) had the caption "Welcome Picturepages; a photograph of persons involved in the Kentucky-Picturepages appeared inside the newsletter.
- The KACAA prepared public service news releases in respect to the program for newspapers and for radio and television broadcasts. Three different public service announcements were developed by the KACAA and were published in March, April, and throughout June. A total of 24 different papers published these announcements.

Three separate announcements were developed for the broadcasting media and these were aired on five different radio stations and three television stations.

- The Abbott Advertising Agency, responsible for the advertising for Long John Silver's Seafood Shoppes, developed a special Picturepages

Long John Silver's Seafood Shoppes commercial for the broadcasting media and aired them prior to and when the program was in operation.

- In June, the KACAA held a "premiere" show for Picturepages, inviting representatives of all of the participating agencies/organizations. The event was televised and reported widely by the news media.

F-2

Kentucky Association of Community Agencies

CAP

JESSE L. AMBURGEY, EXECUTIVE SECRETARY
CHARLES T. CLEMONS, PRESIDENT OF THE BOARD
PRISCILLA COX, EDITOR

212 WASHINGTON STREET FRANKFORT, KY. 502-564-4200
VOLUME III FEBRUARY NO. 4

WELCOME PICTUREPAGES

A new preschool children's program is coming your way.

Beginning June 13 "Picturepages" will be aired on the Happy and Froggie show, WTVQ-TV, Lexington, and by the Kentucky Educational Television network.

Objectives of the new program are to teach children in the 2-6 age group certain fundamental, but important, skills in ability which in turn will provide readiness tools for learning.

Stimulation of interest will be aimed at the areas of math and reading readiness, science concepts, health and body awareness, and social development.

Community action agencies will be distributing multicolored illustrated pamphlets for working along with the program at home.

Long John Silvers, Inc. is sponsoring, in part, the program along with the Kentucky Association of Community Action Agencies and Picturepage pamphlets will also be available at participating shoppes throughout the state.

Extending the reach of television, Picturepages offers a residual where children and parents, or older siblings, can review and rework lessons together.

The first program will be televised at 7:55 a.m. on June 13 on WTVQ and again at 3:15 p.m. on the Happy and Froggie show. KET will transmit the five-minute segment at 3:50 p.m. Monday through Friday. KET broadcast areas are listed elsewhere in this newsletter.

Picturepages was designed by Compulearn, Inc., Pittsburgh, Julius Oleinick, president.

Six other cities, Columbia, S.C., Little Rock, Miami, Memphis, Birmingham, and Pittsburgh have aired picturepages, however, this is the first time for state-wide coverage.

Happy and Froggie of WTVQ-TV, Lexington, will be bringing "Picturepages" to Kentucky youngsters.

CAP

Kentucky Association of Community Action Agencies

JESSE L. AMBURGEY, EXECUTIVE SECRETARY

212 Washington Street
Frankfort, Kentucky 40601
(502) 564-4200

W. TERRY WARD
President

JOE REYNOLDS
Vice-President

ANNA LEE GIBSON
Secretary

WILLIAM PERKINS
Treasurer

July 6, 1977

Mr. Alan Coller
Senior Evaluator
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103

Dear Mr. Coller:

Enclosed is the information you requested about the television stations, and copies of the Public Service Announcements released to the Kentucky news media.

The newspaper releases have appeared in the following media:

Daily Enterprise	Paris	March 31, '77
Estill Co. Citizens Voice and Times	Irvine	June 2
Ledger - Independent	Maysville	April 1
Ohio Co. News	Hartford	June 2
Citizen	Berea	June 2
Hancock Co. Clarion	Hawesville	June 2
Enterprise	Manchester	June 2
Register	Richmond	June 2
Ohio Co. Times	Hartford	June 2
Sun	Winchester	June 3
Sentinel - News	Shelbyville	June 6
Advocate	Mt. Sterling	June 8
Times	Clay City	June 9 (two sep.
Times	Clay City	June 9 articles)
Estill Co. Citizens Voice and Times	Irvine	June 9
Kentucky New Era	Hopkinsville	June 9
McLean Co. News	Calhoun	June 9
Enterprise	Harlan	June 9
Tri-City News	Cumberland	June 16
Bracken Co. News	Brooksville	June 16

cont.

Jessamine Co. Journal	Nicholasville	June 16
Louisville Defender	Louisville	June 23
Herald Voice	Hazard	June 23
Knott Co. News	Hindman	June 23
Community Press	Cromona	June 23

The radio announcements are being aired on the following stations:

WAKY - AM	Louisville
WLOU - AM	Louisville
WSGS - FM	Hazard
WKCB - AM & FM	Hindman
WTCW - AM & FM	Whitesburg

If we can be of any further assistance, please don't hesitate to call.

Sincerely,

Jacquie Triplett

Jacquie Triplett

Enclosures: Newspaper PSA's (three)
Radio PSA's (three)
Information RE: WTVQ, WDRB and WKYH

cc: Compulearn Inc.

newspaper releases

F-4

PUBLIC SERVICE ANNOUNCEMENT

TOPIC: Picturepages
BEGINNING DATE: June 6, 1977
ENDING DATE: [redacted]
April 19, 1977

Pricilla Cox
(502) 564-4200
William C. Ecevido
(502) 886-6341

We have been learning from TV for years. Why doesn't television do something for children between 2-6? With our modern technology, why don't we help our children, some parents ask.

With the advent of the six million dollar man and the bionic woman, we need to develop intelligent children before they get to school. The effects of TV on children are tremendous and now a new experimental program is about to change TV for the better. Picturepages is our answer!

Picturepages is designed to involve both parents and their children. Picturepages can be picked up at any Community Action Agency or your local Long John Silvers store. Different picturepages will be distributed every week.

Your child will learn both from the TV, seeing and doing the different examples in the booklets.

Picturepages is free. There is one catch. You! will have to pick up picturepages.

If you remember "Sesame Street," you won't forget picturepages! For more information telephone your (Community Action Agencies) or your local Long John Silvers store.

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F-4

PUBLIC SERVICE ANNOUNCEMENT

TOPIC: Picturepages
BEGINNING DATE: June 6, 1977
ENDING DATE: [redacted] 1977
April 19, 1977

Pricilla Cox
(502) 564-4200
William C. Ecevido
(502) 886-6341

You're between the ages of 2-6 and it's summertime. What do you do? You're a parent and you would like to spend time with your child helping him to learn, but how do you find the time?

Picturepages is the answer? A newspaper like color picture booklet is available for you and your child.

Kentucky Educational Television will broadcast the program and your child will use the Picturepages at home, learning along with the program.

Where do you pick up the picturepages? You can pick up the picturepages at your local Community Action Agency (example: Pennyrile Allied Community Services, Inc.), or your local co-sponsoring Long John Silvers store.

It has been said, "a picture says a thousand words," and picturepages will teach a thousand throughts.

Picturepages starts everywhere in Kentucky on June 13. Get your free copy every week at your Community Action Agencies or your local Long John Silvers store.

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PUBLIC SERVICE ANNOUNCEMENT

Pricilla Cox
(502) 564-4200
William C. Ecevido
(502) 886-6341

TOPIC: Picturepages
April 18, 1977

The Kentucky Association of Community Action Agencies is proud to announce the co-sponsorship of a new and innovative program for children.

Picturepages, a television and home tool for learning, will be available at (example: Pennyrile Allied Community Services, Inc.), your local Community Action Agency, and also will be available at your participating Long John Silvers store.

Parents and children, both, will enjoy using picturepages at home while watching TV. No purchases are necessary, but don't miss the fun. New picturepages will be available every week at (example: Pennyrile Allied Community Services, Inc.) or your local Long John Silvers store.

###

BEGINNING DATE: June 6, 1977

ENDING DATE: [redacted], 1977

F-5

CAP

Kentucky Association
of
Community Action Agencies

JESSE L. AMBURGEY, EXECUTIVE SECRETARY

212 Washington Street
Frankfort, Kentucky 40601
(502) 564-4200

Terry Ward
President

Joe Reynolds
Vice-President

Anna Lee Gibson
Secretary

William Perkins
Treasurer

To: WSGS, Hazard
WKCB, Hindman
WTCW, Whitesburg

Radio Releases

June 28, 1977

PUBLIC SERVICE ANNOUNCEMENT

Time: 30 Seconds

Hey folks, do you have a child between the ages of 3 and 7 years old? Then the Picturepages program is for you! If you would like to help your child develop important skills, tune in to the Picturepages program with Happy and Froggie, Monday thru Friday, on Channel 57 at 7:25 and 8:25 a.m. or on KET Channel 35 at 3:50 p.m. If you would like to watch and play along, pick up your free Picturepage booklet at any participating Long John Silver's Seafood Shoppe, or at your local L.K.L.P. Community Action Office. Picturepages is a fun way for you to help your child learn.

- - -

For further information contact this office, or dial toll free 1-800-372-2985. Thank you.

CAP

Kentucky Association
of
Community Action Agencies

JESSE L. AMBURGEY, EXECUTIVE SECRETARY

212 Washington Street
Frankfort, Kentucky 40601
(502) 564-4200

W. TERRY WARD
President

JOE REYNOLDS
Vice-President

ANNA LEE GIBSON
Secretary

WILLIAM PERKINS
Treasurer

June 30, 1977

ATTENTION: Mr. William Summers III WLOU

PUBLIC SERVICE ANNOUNCEMENT

Time: 30 Seconds

Do you have a child between the ages of 3 and 7 years old? Then the Picturepages program is for you! If you would like to help your child develop important skills, tune in to the Picturepages program with Happy and Froggie, Monday thru Friday, on Channel 41 at 3:55 p.m. If you would like to watch and play along, pick up your free Picturepage booklet at any participating Long John Silver's Seafood Shoppe, or at your local Louisville-Jefferson County Community Action Office. Picturepages is a fun way for you to help your child learn.

For further information contact this office, or dial toll free 1-800-372-2985. Thank you.

F-5

CAP

Kentucky Association of Community Action Agencies

JESSE L. AMBURGEY, EXECUTIVE SECRETARY

212 Washington Street
Frankfort, Kentucky 40601
(502) 564-4200

W. TERRY WARD
President

JOE REYNOLDS
Vice-President

ANNA LEE GIBSON
Secretary

WILLIAM PERKINS
Treasurer

June 30, 1977

ATTN: Pat Ferry WAKY

PUBLIC SERVICE ANNOUNCEMENT

Time: 10 Seconds

Do you have a child between the ages of 3 and 7 years old? Then the Picturepages program is for you! Pick up your free Picturepage booklet at Long John Silver's Seafood Shoppes, or at your local Louisville-Jefferson Community Action Office. Picturepages is a fun way for you to help your child learn.

For further information contact this office, or dial toll free 1-800-372-2985. Thank you.

F-6

CAP

Kentucky Association of Community Action Agencies

JESSE L. AMBURGEY, EXECUTIVE SECRETARY

212 Washington Street
Frankfort, Kentucky 40601
(502) 564-4200

MARGARET BROWN
President

CHARLES T. CLEMONS
Vice-President

JOE LOVELL
Secretary

W. TERRY WARD
Treasurer

June 15, 1977

Dr. Russell Dusewicz
Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania 19103

Dear Dr. Dusewicz:

Thank you for attending the premiere of Picturepages which was held on June 13 at the Holiday Inn.

We hope that you feel as positive as we do about the program, and we welcome any further comments that you might have.

Sincerely,

Jesse L Amburgey

Jesse L. Amburgey

JLA/jt